

May 14, 2025 at 2:45 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

- A-1. Approval of the Open Minutes of April 9, 2025.....Terry Hutchens
- A-2. Academic Affairs Update David English
 - a. UNC System Intercollegiate Athletics and Financial Transparency Report
 - b. North Carolina Area Health Education Centers (NC AHEC) Annual Report:
“Outcomes of North Carolina Medical School Graduates”
 - c. Report on UNC System Institutions’ Major-specific Waivers
 - d. Update on UNC System Waivers for Exceeding 120-Credit Hour Limits
- A-3. UNC System Enrollment Challenges and Opportunities..... Bethany Meighen, Tina McEntire,
Chancellor Kelli R. Brown, Western Carolina University
- A-4. UNC System Peer Study Hallie Knuffman
- A-5. UNC System Academic Degree Program Actions..... Daniel Harrison
- A-6. Licensure Program Approvals Kaity McNeill
- A-7. Adjourn

Additional Information Available:

UNC System Intercollegiate Athletics and Financial Transparency Report

North Carolina Area Health Education Centers (NC AHEC) Annual Report: “Outcomes of North Carolina Medical School Graduates”

Report on UNC System Institutions’ Major-specific Waivers

DRAFT MINUTES

April 9, 2025 at 12:45 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.

Chancellor James R. Martin participated as did Wade Maki, chair of the UNC Faculty Assembly.

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

1. Approval of the Open Minutes of February 26, 2025 (Item A-1)

The chair of the Committee on Educational Planning, Policies, and Programs called the meeting to order at 12:45 p.m. on Wednesday, April 9, 2025. The open session minutes from the meeting of February 26, 2025, 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 a review of the Comprehensive Transition Postsecondary (CTP) Programs Report to the Joint Legislative Education Oversight Committee.

3. University of North Carolina at Chapel Hill Enrollment (Item A-3)

The University of North Carolina at Chapel Hill's comprehensive admissions process, which includes consideration of academic performance, character traits, extracurricular activities, personal statements, and recommendations, was detailed by Chancellor Lee Roberts. The chancellor stressed that the increasing demand and strength of the applicant pool are vital assets to the state of North Carolina and a testament to the long-standing state investment in the university.

4. NC College Connect (Item A-4)

The committee heard updates on NC College Connect, which is expanding access and making it easier for qualified students to receive admission offers to participating universities and colleges. In the next phase, NC College Connect will expand to include additional institutions and will continue the goal of helping keep qualified students in North Carolina.

5. UNC System Biennial Program Productivity Review (Item A-5)

The committee reviewed the Biennial Program Productivity Review. Based on revised requirements, the report now incorporates analysis of student demand, credentials produced, and student return on investment.

Chair Hutchens called for a motion to approve the Biennial Program Productivity Review and for submission to the full Board through the consent agenda.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the Biennial Program Productivity Review and for submission to the full Board through the consent agenda.

Motion: Gene Davis

Motion carried

6. UNC System Peer Study Overview (Item A-6)

The committee heard the background and overview of the peer study and peer lists, which are being updated this year for each of the 16 constituent universities using a collaborative, data-driven process. The peer lists provide a framework for benchmarking and comparing outcomes across similar universities.

There being no further business and without objection, the meeting was adjourned at 1:50 p.m.

Sonja Phillips Nichols, Secretary

AGENDA ITEM

- A-2. Academic Affairs Update..... David English
- a. UNC System Intercollegiate Athletics and Financial Transparency Report
 - b. North Carolina Area Health Education Centers (NC AHEC) Annual Report:
“Outcomes of North Carolina Medical School Graduates”
 - c. Report on UNC System Institutions’ Major-specific Waivers
 - d. Update on UNC System Waivers for Exceeding 120-Credit Hour Limits

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.

Summaries will be shared of three reports (Intercollegiate Athletics and Financial Transparency, NC AHEC, and Major-specific Waivers), which are available as additional information. An update will be provided on institutional compliance with 120-credit hour limits on degrees.

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.



**THE UNIVERSITY OF
NORTH CAROLINA SYSTEM**

May 14, 2025

Committee on Educational Planning, Policies,
and Programs

UNC Institution	2018-2020 Program Exceptions	2025 Program Exceptions	Change
Appalachian State University	1	1	0
East Carolina University	2	2	0
Elizabeth City State University	0	0	0
Fayetteville State University	2	2	0
North Carolina A&T State University	3	3	0
North Carolina Central University	17	3	(14)
North Carolina State University	20	20	0
UNC Asheville	1	1	0
UNC-Chapel Hill	12	3	(9)
UNC Charlotte	1	0	(1)
UNC Greensboro	6	4	(2)
UNC Pembroke	0	0	0
UNC Wilmington	4	1	(3)
UNC School of the Arts	1	0	(1)
Western Carolina University	11	8	(3)
Winston-Salem State University	1	1	0
UNC System Totals	82	49	(33)

AGENDA ITEM

- A-3. UNC System Enrollment Challenges and OpportunitiesBethany Meighen, Tina McEntire,
Chancellor Kelli R. Brown, Western Carolina University

Situation: Universities across the country are facing growing enrollment challenges due to a combination of demographic shifts, increased competition, and changing perceptions about the value of a college degree. Declining birth rates have resulted in a smaller pool of traditional college-aged students, particularly in certain regions, making it more difficult for institutions to meet enrollment targets. Additionally, more students are considering alternative pathways, such as entering the workforce directly, pursuing technical training, or enrolling in online or nontraditional programs. Rising concerns about college affordability and student debt have also made families more selective in their choices. As a result, universities must work harder to demonstrate value, enhance support services, and build strong connections with prospective students to remain competitive in an increasingly complex admissions landscape.

Background: Institutions like the University of North Carolina at Greensboro (UNCG) and Western Carolina University (WCU) are taking proactive and innovative steps to address enrollment challenges and attract a diverse range of students. UNCG has strengthened partnerships with local community colleges to simplify and promote transfer pathways, ensuring a more seamless transition for students pursuing a four-year degree. Additionally, UNCG has launched targeted re-enrollment campaigns to reconnect with students who previously left the university, resulting in a notable increase in returning students. Meanwhile, WCU introduced the Catamount Commitment in fall 2023, a financial initiative designed to reward academic success and progress toward degree attainment, and to make college more accessible for NC first-year students. Alongside this program, WCU is enhancing creative and competitive recruitment and retention strategies in a year impacted by Hurricane Helene.

Assessment: Increasing enrollment challenges necessitates institutions work harder to demonstrate value, enhance support services, and build strong connections with prospective students to remain competitive in an increasingly complex admissions landscape.

Action: This item is for information only.



TINA McENTIRE

**University of North Carolina at Greensboro
Vice Chancellor for Enrollment Management**

Tina McEntire is the vice chancellor for Enrollment Management at UNC Greensboro and leads the Division of Enrollment Management with five departments and nearly 100 employees. She has 28 years of higher education experience. As vice chancellor at UNC Greensboro, McEntire has transformed the unit of Enrollment Management into a division that oversees enrollment planning at both the undergraduate and graduate levels. Prior to joining UNC Greensboro, she served as the associate provost for enrollment management at the University of North Carolina at Charlotte. She holds a bachelor's degree in English and a Master of Public Administration from UNC Charlotte and has a current Project Management Professional (PMP) certification.



Navigating the Enrollment Landscape

Committee on Educational Planning, Policies, and Programs

Tina McEntire, Vice Chancellor for Enrollment

Uncertain Times

Demographic Changes

Shifts in College-Going Rates and Rise of Non-Consumerism

Changes in Public Policy and Funding

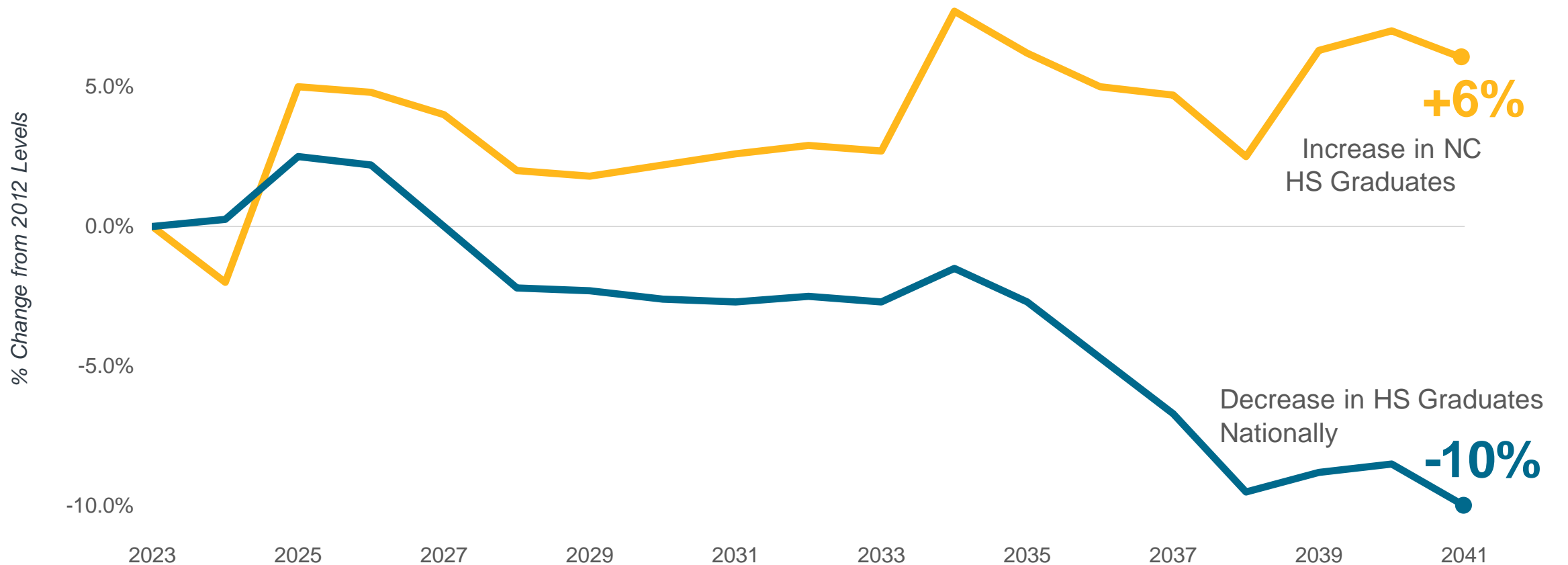
Public Perception of Higher Ed





High School Graduate Projections by Total Number

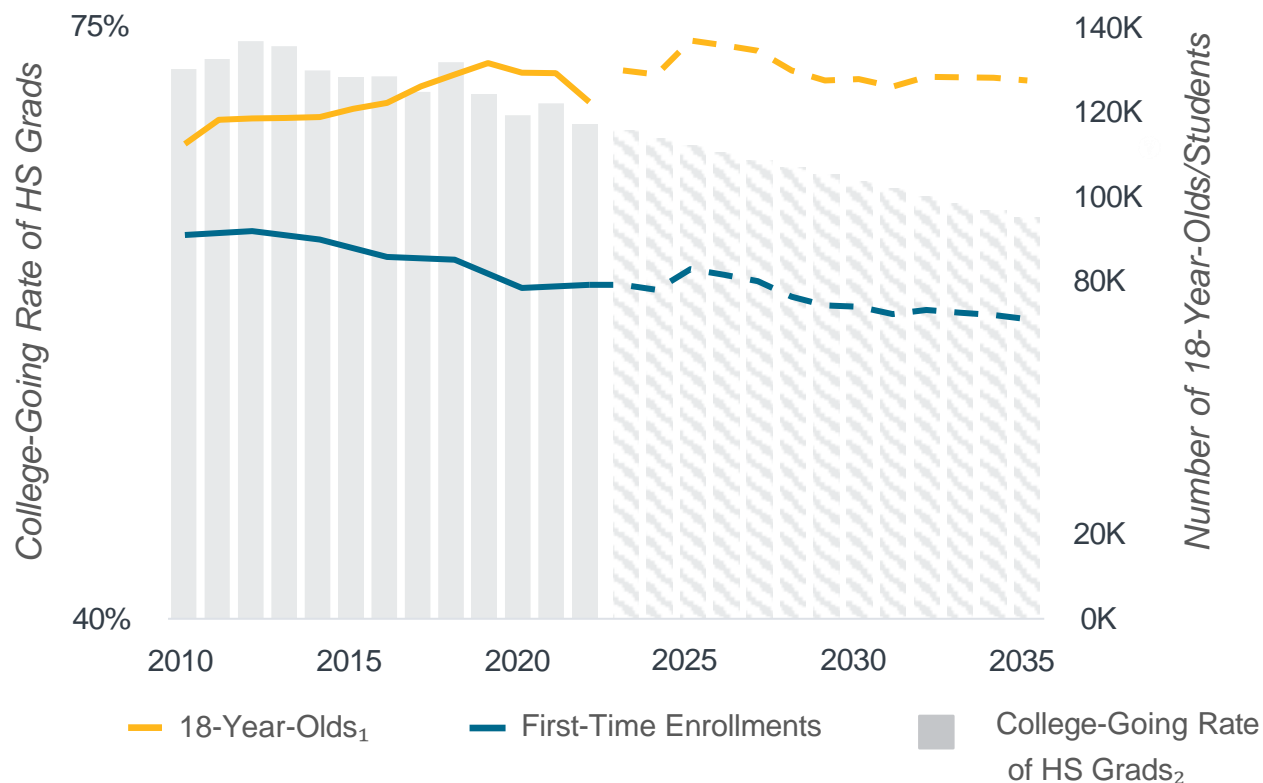
Projected % change, 2023 to 2041



Future Non-Consumption in North Carolina



What if past college-going rates persist?



18-Year-Old Population

+5,128

+4% change from 2022-2035

College-Going Rate of High School Grads

69% to 64%

-5 percentage point change from 2022-2035

First-Time Students

-8,136

-10% change from 2022-2035

1) Estimated using WICHE 10th Grade Total Enrollments from 2-Years Previous

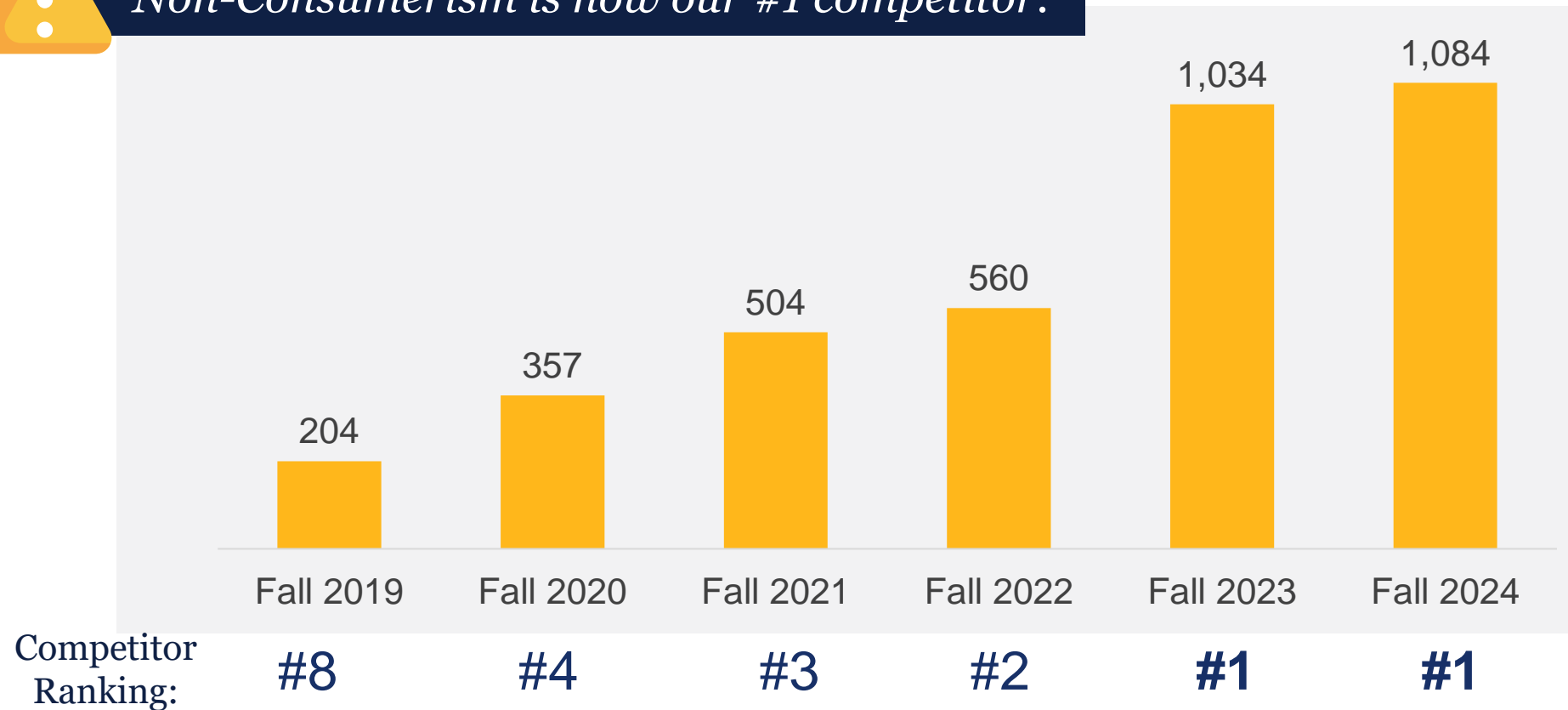
2) College going rate calculated using representative sample from ACS 2010-2022 1-Year data or state residents 19-24-years old that have graduated high school (GED or equivalent included).

EAB analysis of IPEDS Fall Enrollment by State of Residence Data, American Communities Survey data, WICHE 10th Grade Enrollment Data, and National Assessment of Educational Progress data; EAB interviews and analysis. ©2024 by EAB. All Rights Reserved. eab.com

Increase in Non-Consumers at UNCG



Non-Consumerism is now our #1 competitor.



Strategies 2025 and Beyond



Expanding Pipeline



New Programs For Adults



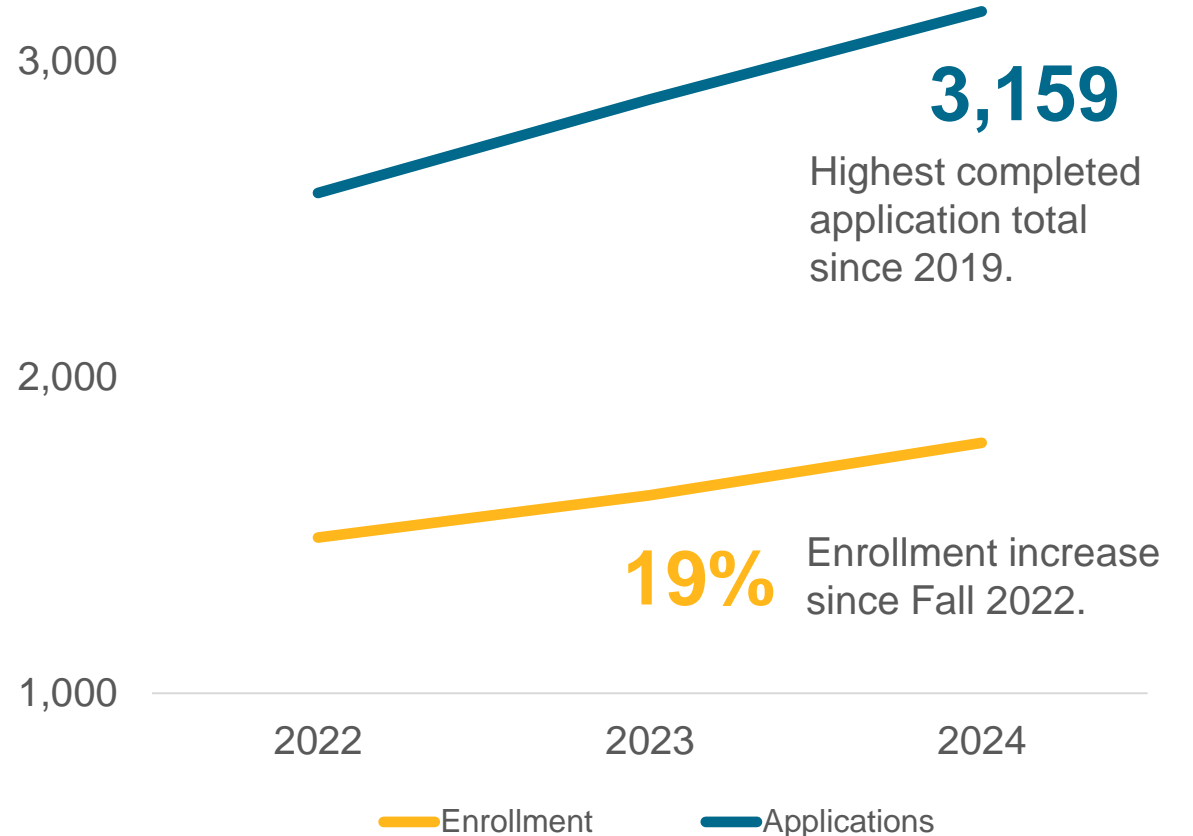
Corporate Partnerships



Leveraging Technology

Expanding the Pipeline: Transfer Enrollment Success

- ✓ New Direct Admissions partnership with GTCC and FTCC.
- ✓ 10 Transfer Promise program partners.
- ✓ 5% retention increase among Transfer Promise students.
- ✓ \$300,000+ in transfer scholarships awarded annually.



Expanding the Pipeline: Stop-Out Strategy

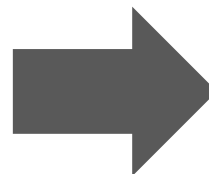
Our Challenge:

UNCG students were stopping out a high rate. University lacked a plan of action to re-enroll them.

Study of 8,000 students stopped out w/in last 6 years. Nearly 8 in 10 in good standing.

What We Did:

- High-touch, hands-on model of outreach, motivation, and coaching.
- Position dedicated to population's success.
- Partnership with ReUp Education to reengage 10+ years of former students.



Results:

Increased former student enrollment by 42% from 2021 to 2023



Expanding Pipelines: UNCG Undergrad-to-Grad

Direct Admissions Program- UG to Grad

- UNCG Graduate Faculty can identify promising UNCG undergraduates for “Direct Admission” to a master’s program.
- Nominated students receive a pre-admission letter from the Dean of the Graduate School and a streamlined application.
- An effective tool for programs to meet enrollment goals.

Dual Enrollment & Accelerated Master’s Programs

- Simplified and expanded UNCG’s 4+1 programs
- Any qualified UNCG student can earn master’s level credit as an undergraduate.

New Programs for Adults: BONUS Initiative

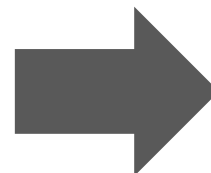
Our Challenge:

Traditional student pipelines were slowing while demand remained for online programs among adult learners

Aim to grow undergraduate online business programs by 200 students by 28-29.

What We Did:

- Targeted students age 25-45 with some college but no degree.
- Dedicated marketing and recruitment.
- Pre-enrollment advising support.
- 7-wk courses in most popular online major.



Results:

Achieved 58% of four-year target (118 new students) in the first year of launch.

New Programs for Adults: Education at Work Program

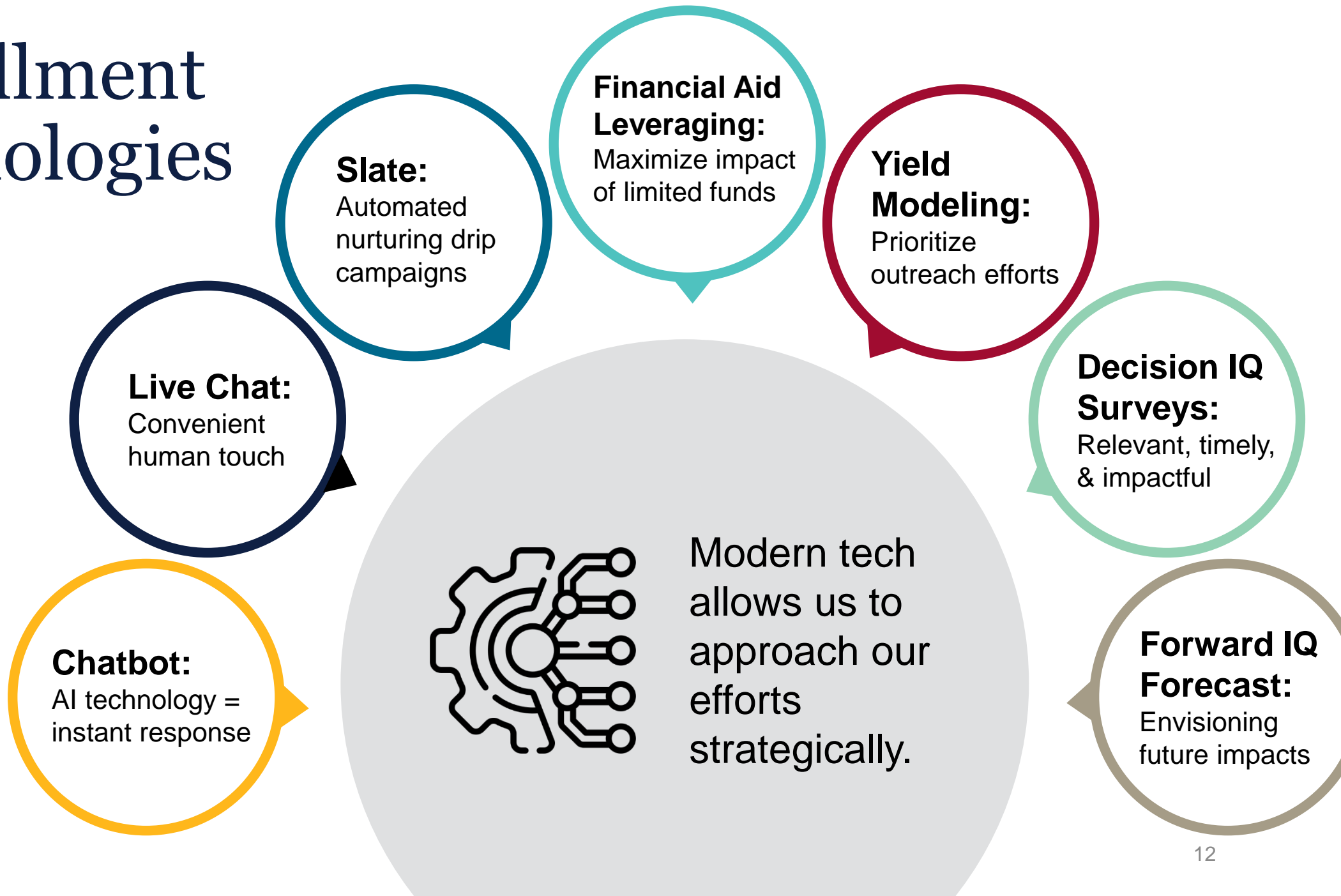


The *Education at Work* program is designed to clarify and streamline the employer-to-university partnership, employee education pipeline, and employer return on investment for tuition assistance.

Potential Program Benefits

- Added support and dedicated contacts for Triad-area employers investing in employee education.
- Scholarship opportunities for adult learners.
- Clear admissions process for employees.
- Well-documented process for tuition assistance payment or reimbursement.
- Shared outcomes data to primary employers to support ROI in tuition assistance and employee education.

Enrollment Technologies





Enrollment Challenges and Opportunities

Chancellor Kelli R. Brown



Cullowhee Campus, 1889

Asheville Campus, 1937 (not pictured)



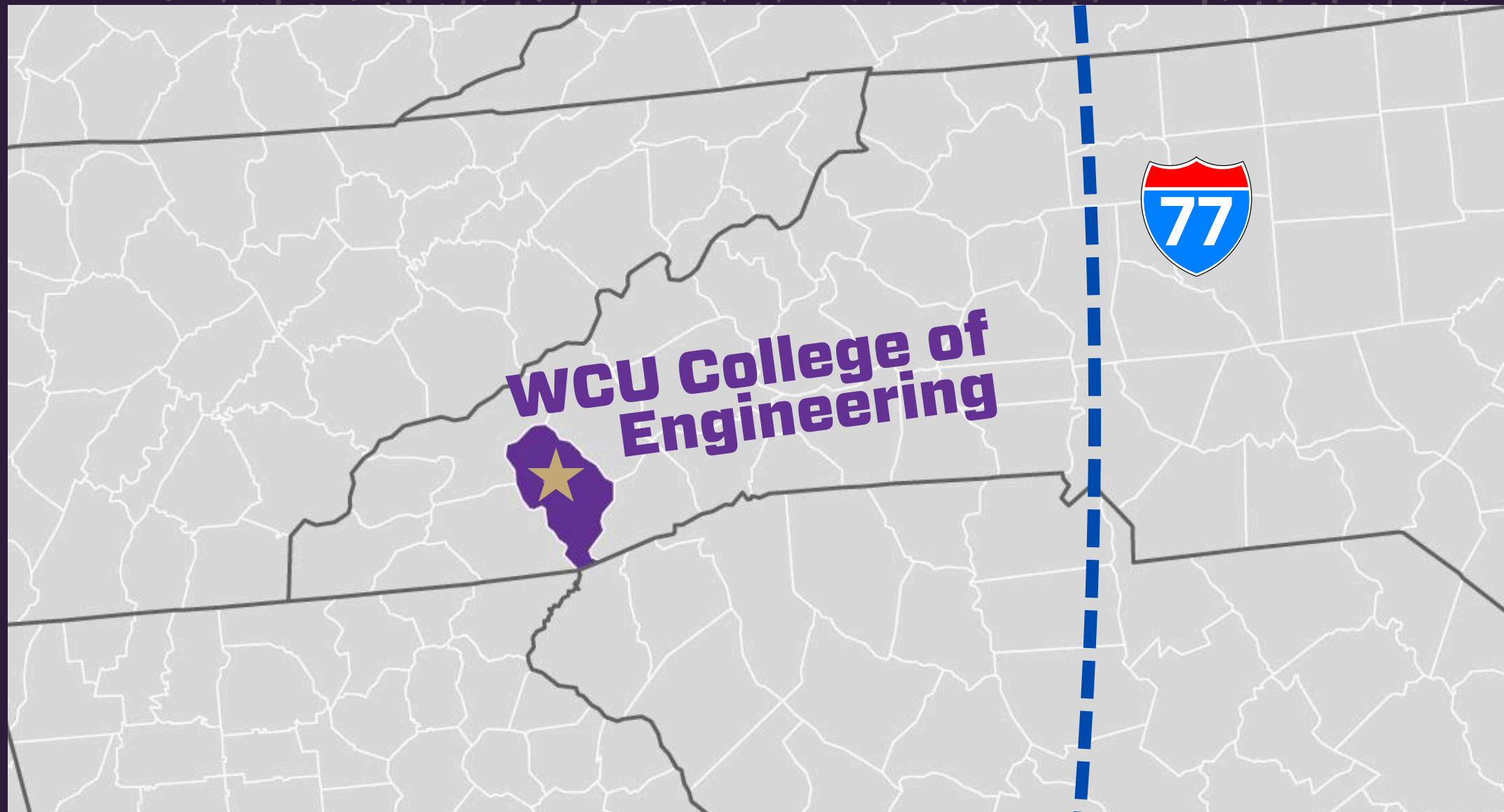
TOTAL
ENROLLMENT 11,686

EDUCATION

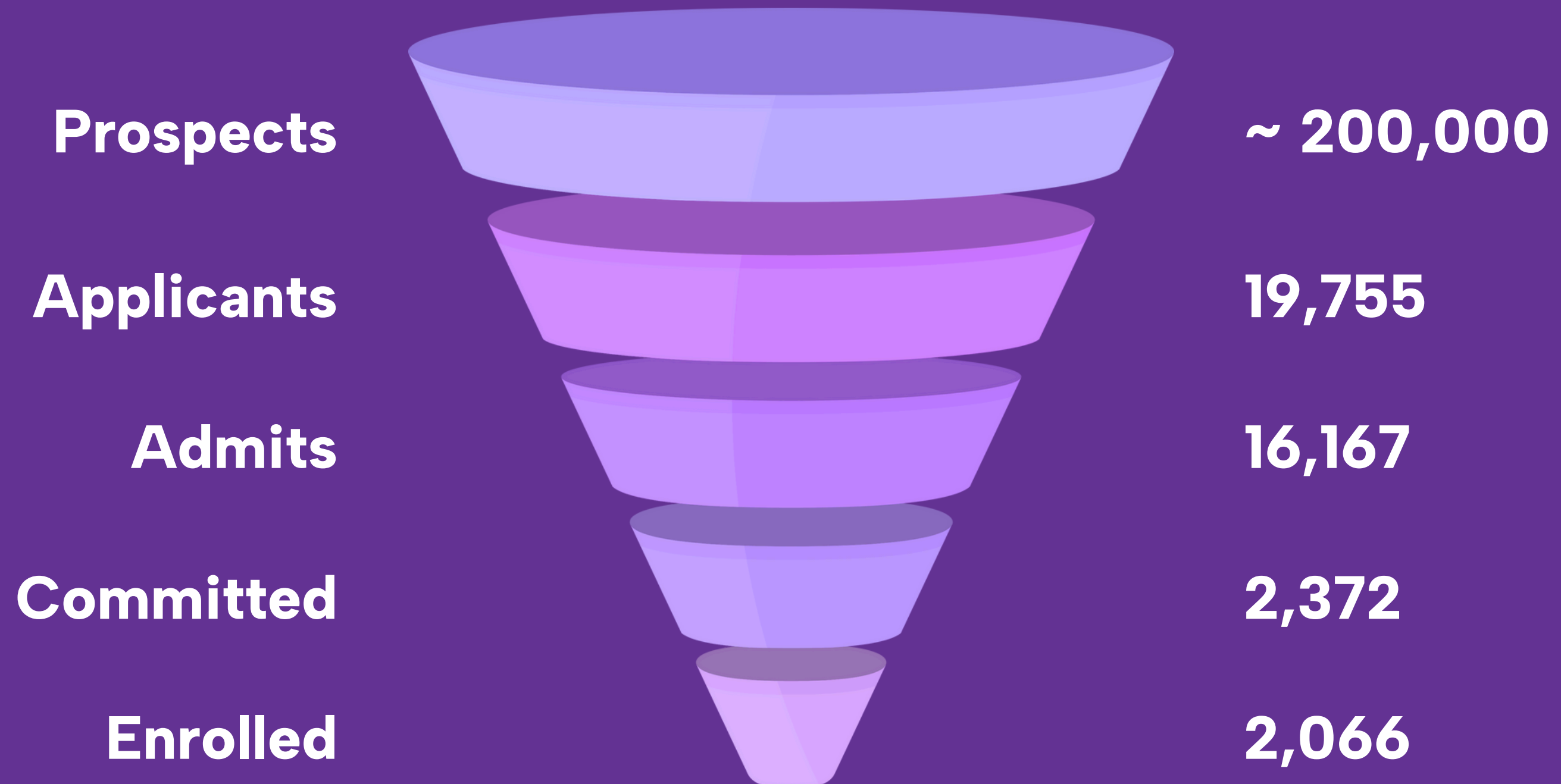


NURSING

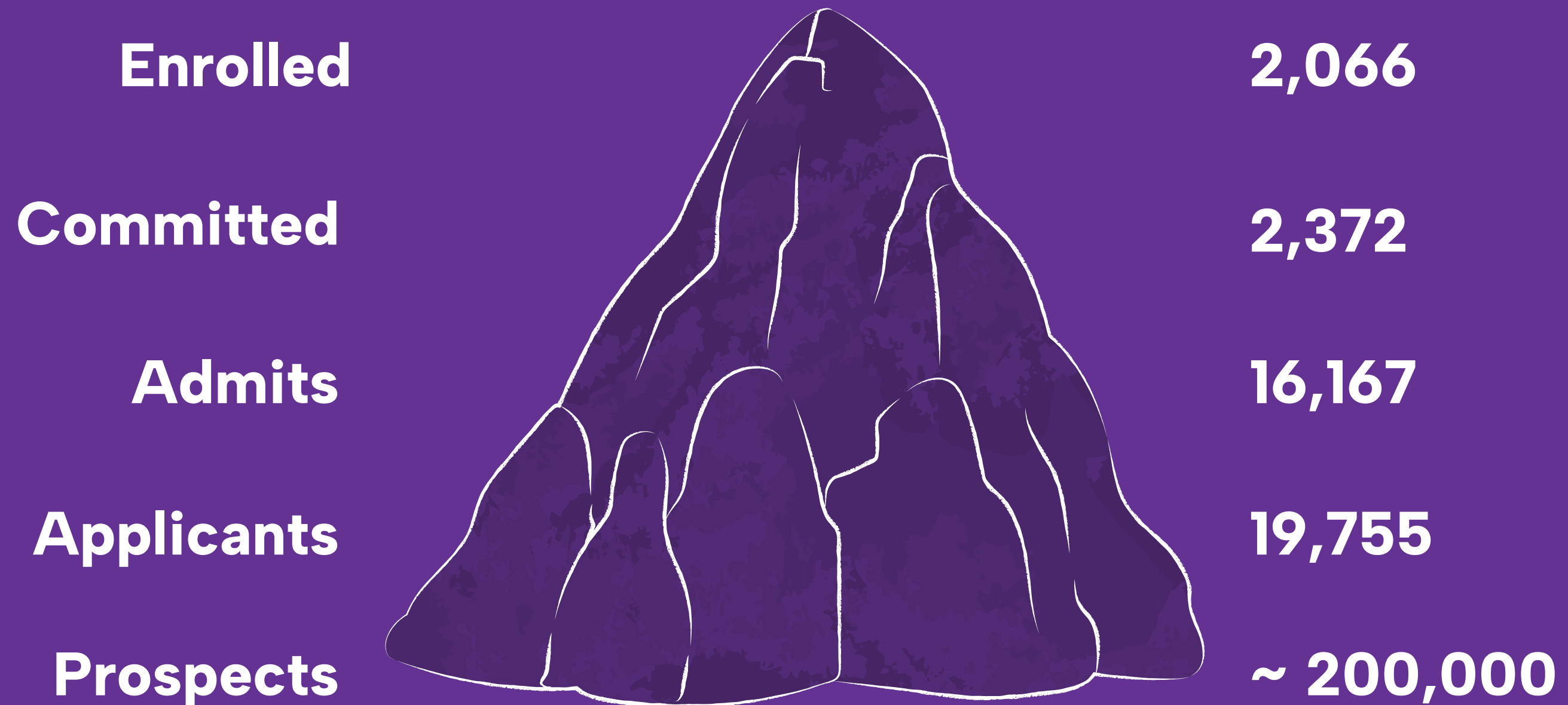




The First Year Student Enrollment Funnel



The First Year Student Enrollment Mountain





**Convenience for
Students**



Flexibility



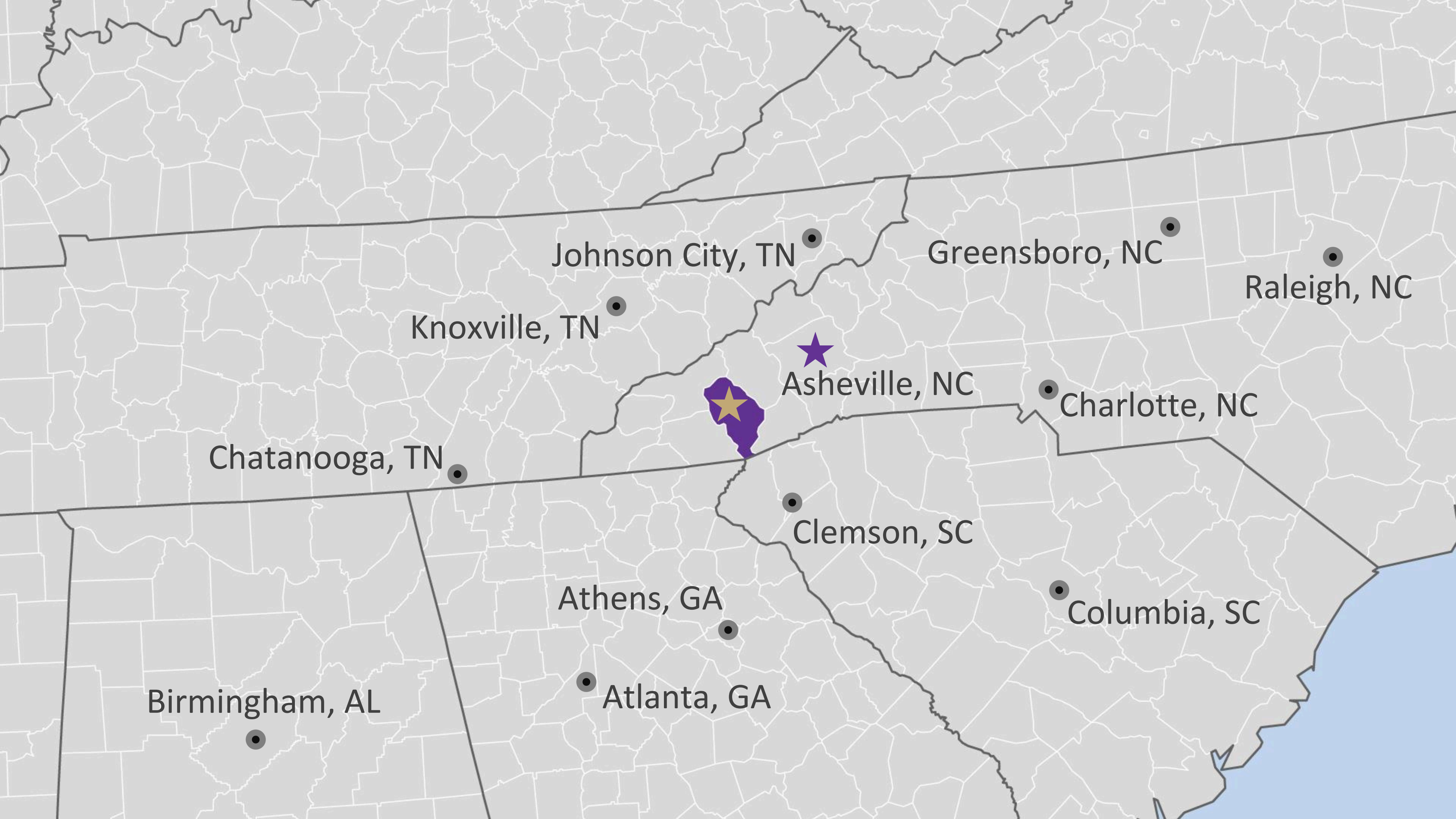
**Promoted by
School Counselors**



**Complete
Student Records**



**Efficient Use of
Staff Time**



Johnson City, TN

Greensboro, NC

Raleigh, NC

Knoxville, TN

Asheville, NC

Charlotte, NC

Chatanooga, TN

Clemson, SC

Athens, GA

Columbia, SC

Birmingham, AL

Atlanta, GA



HURRICANE HELENE



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL



Western
Carolina
UNIVERSITY



UNIVERSITY OF NORTH CAROLINA
SCHOOL OF THE ARTS



Appalachian
STATE UNIVERSITY

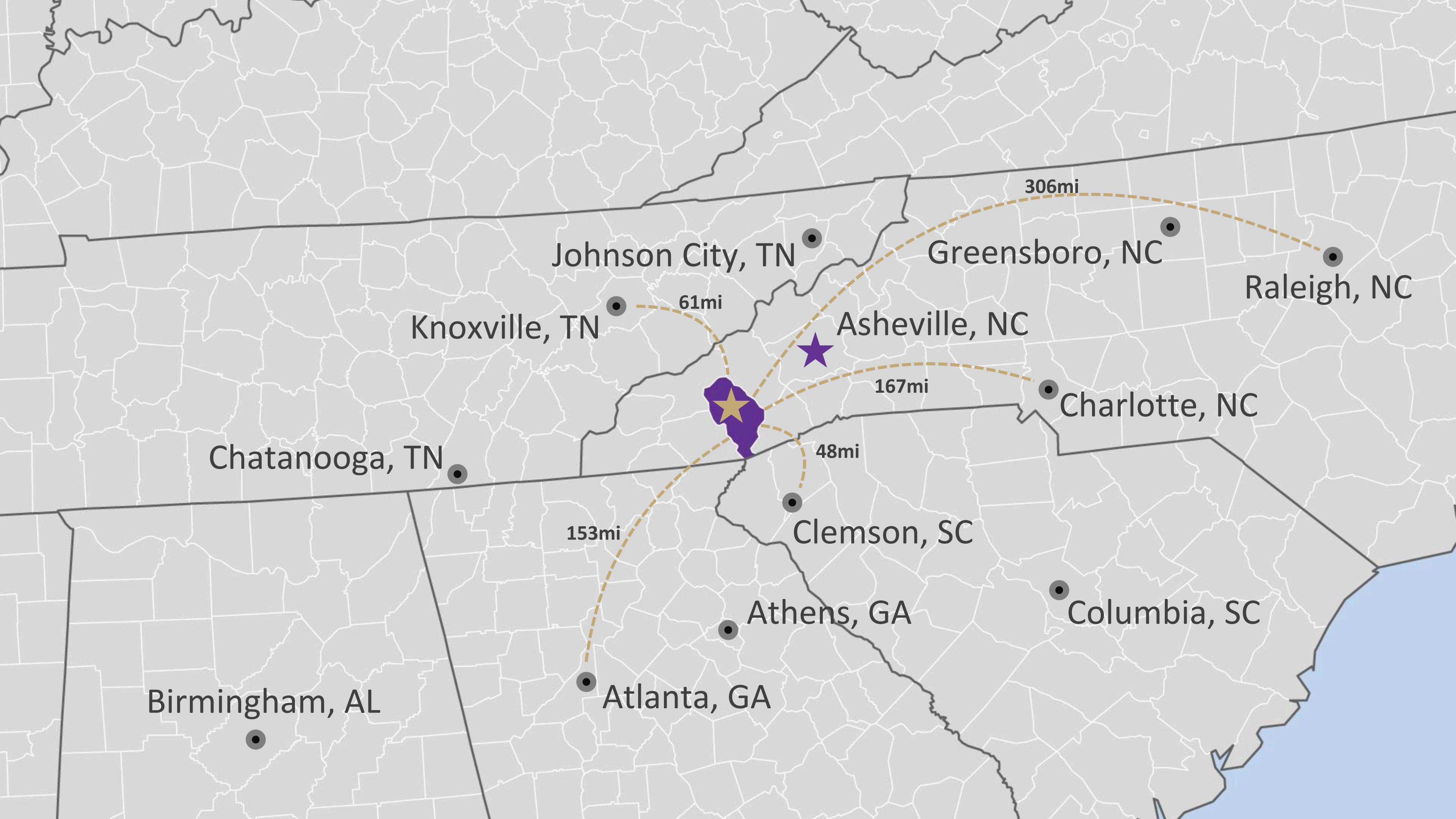


NC STATE UNIVERSITY

CLEMSON

THE UNIVERSITY OF
ALABAMA





An aerial photograph of the Western Carolina University campus, featuring a large clock tower in the foreground, a central fountain, and various academic buildings, all set against a backdrop of mountains. The entire image is overlaid with a semi-transparent purple filter.

Western Carolina UNIVERSITY



Choose NC Program

Choose NC is a new program that allows you to automatically apply to other University of North Carolina schools if Carolina is not able to offer you admission. It's fast, simple, and opens the door to more opportunities.

WHAT HAPPENS WHEN I OPT-IN TO CHOOSE NC?

We're committed to supporting you through your academic journey. If we are unable to offer you admission and you opt-in to Choose NC, we will automatically send your application for review to the University of North Carolina System schools you select when prompted on the Common Application. The schools will then notify you about the next steps.

- Opting-in to Choose NC won't affect your application for admission to Carolina.
- If you are already planning to apply to any of the UNC schools in the Choose NC Program, we encourage you to apply directly to each school, so you receive full consideration for any special opportunities they offer.
- Each school has its own admissions and financial aid teams that are eager to assist you.

Fast, simple, and offering more opportunities, applicants can select from Elizabeth City State University, UNC Pembroke, UNC Greensboro, or Western Carolina University for consideration.



This is when your
moment becomes
your momentum.



[Home](#) > NC College Connect

NC College Connect

Frequently Asked
Questions

Resources

Graduation Requirements
UNC System Admission
Requirements
NCCCS Admission
Requirements
Next NC Scholarship
NC Need-Based
Scholarship for Private
Colleges
College Application Week

Our thoughts and support are with you.

We know that the road to recovery for communities in western North Carolina will be challenging. We want to assure you that whenever you are ready, NC College Connect will be available to you as part of your path to higher education.

Your Opportunity for Admission is Here

This is your moment. Why not meet it with momentum? You've worked hard, and now you can make a choice that leads to a career that changes everything for you – and maybe even your family too.

NC College Connect is a new program that provides a simpler way to apply to college. The best part? If you're a high school senior at a public high school with a weighted GPA of 2.8 or above, you are eligible.

Ready to apply to college? Learn about the program details, explore [possible majors](#), and claim your spot today!

We've made your college application process simpler. After all, you've earned it. Have questions about how it all works? We've got the answers.

Received a Letter?

[Claim Your Spot!](#)

Education Professionals

Learn more about the program here.

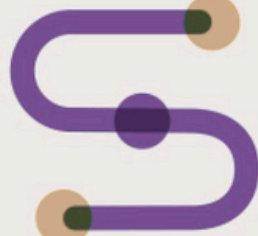
[Learn More](#)

RE UP PARTNERSHIP LAUNCHED JUNE 2023

Cumulative Results



713
Students Enrolled



576
In Pipeline*

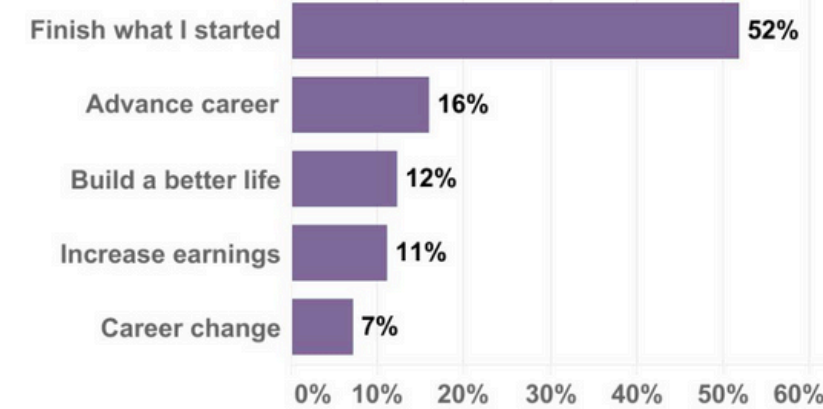


132K
Activities with students

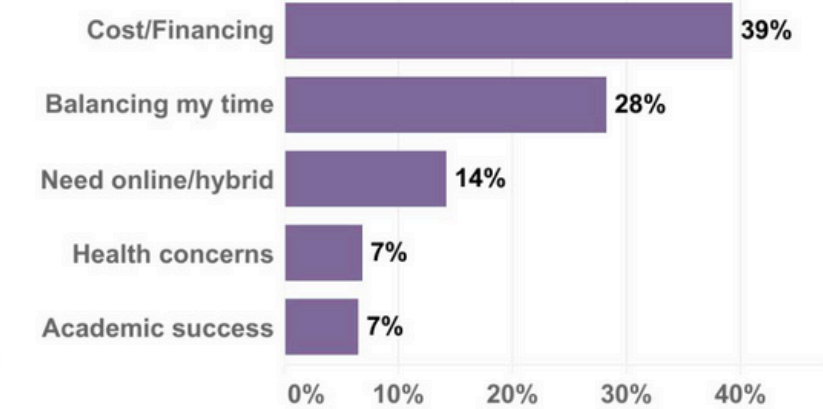


57
Students Graduated

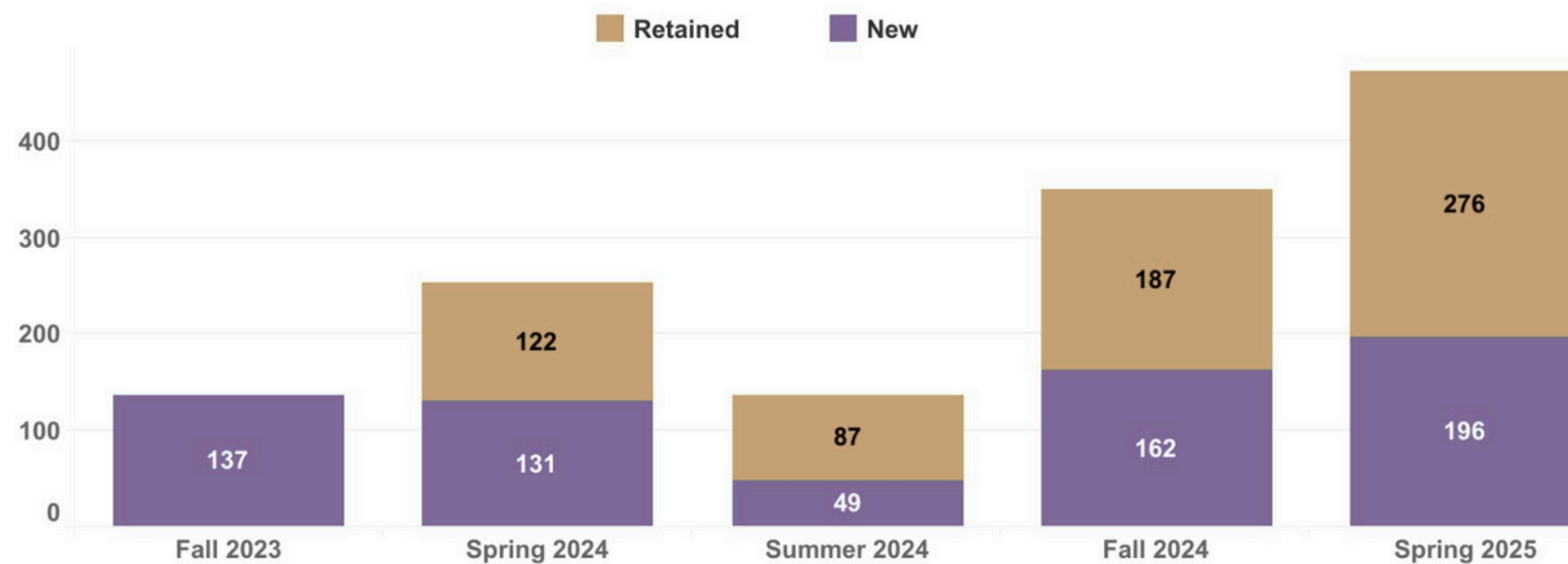
Top Motivators to Return



Top Barriers to Return



Enrollment Over Time





Catamount
Commitment

Tuition Per Semester

- **\$500 – In State Tuition**
- **\$2,500 – Out of State Tuition**

North Carolina Resident Scholarship Program

- **Up to 3.65 GPA – \$4,000***
- **3.65–3.99 GPA – \$8,000***
- **4.0+ GPA – \$12,000***

**4-year award total*

48%

of WCU's Classes of 2023
and 2024 graduated with

ZERO DEBT.



AGENDA ITEM

A-4. UNC System Peer Study..... Hallie Knuffman

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 have been developed and are proposed to 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 was 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 was 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 was 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 has been identified for each of the 16 universities in the UNC System, and that information is provided for discussion and vote.



MEETING OF THE BOARD OF GOVERNORS
Committee on Educational Planning, Policies, and
Programs
May 14, 2025

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



THE UNIVERSITY OF NORTH CAROLINA SYSTEM

2025 UNC Peer Institution Study

May 14, 2025

University of North Carolina System
Raleigh, North Carolina

REPORT: 2025 Peer Study

Introduction

When the University of North Carolina (UNC) was redesignated in 1972 to include all 16 public four-year institutions of higher education, one of the primary responsibilities given to the Board of Governors (“the Board”) was to “...foster the development of a well-planned and coordinated system of higher education.” One of the key activities the Board oversees in the execution of this responsibility is periodically updating institutional peer lists. A peer list is a collection of similar institutions that can be used to facilitate objective and useful comparisons and benchmarking for the constituent universities.

The American higher education system is the largest and broadest in the world, with roughly 5,000 colleges and universities varying in size (from institutions with fewer than 100 students to those with nearly 70,000), mission (e.g., liberal arts, religious, special focus, comprehensive, research), control (public, private nonprofit, private for-profit), and degree-granting authority (associate, baccalaureate, master’s, doctorate). Institutional missions vary by the student population served, and institutions differ in the amount of resources they have available to them.

Given the breadth and diversity of institutions in the United States, it is impracticable and unproductive to compare any given college or university against all other institutions of higher education. As such, institutions and governing boards have relied upon the identification of smaller sets of institutions to provide a more focused and concise perspective for comparisons. These peer lists provide institutions with a single collection of universities to be used for benchmarking and comparison, and provide an objective point of review and departure for institutional strategic planning.

The UNC System mirrors the larger tapestry of higher education in America with regard to the diversity of its institutions. Unlike many other systems of higher education, the UNC System comprises a heterogeneous mix of institutions that differ in mission, size, degree focus, and student body served. As such, the historical use of peer sets has allowed the UNC Board of Governors to examine the positioning and performance of each constituent institution within a group of similarly situated colleges and universities. This facilitates more accurate and more effective assessments and comparisons.

Within the UNC System, the Board of Governors has responsibility for reviewing and approving all institutional peer lists. The peer institution lists have historically been consulted for analyses, including, but not limited to: tuition and fees, retention and graduation rates, degree production, research productivity, space utilization, endowments, student financial aid, institutional revenues, and the distribution of institutional expenses.

The UNC System has historically updated peer institutions roughly every five years, with the two most recent studies occurring in 2011 and 2020. As American higher education and the UNC System continue to evolve and respond to shifting national demographics and resources, the 2025 Peer Study is critically important to ensure that each constituent university has a current and accurate peer set in place.

The remainder of this report provides an overview of the conceptual approach taken in development of the peer sets, the methodological approach that was applied, and a discussion of recommended uses and time limits for the peer sets. The report concludes with the recommended peer lists for each constituent institution.

REPORT: 2025 Peer Study

Conceptual Approach

The UNC System has used a variety of approaches in conducting previous peer studies. The 2006 peer study was outsourced to Dennis Jones, president of the National Center for Higher Management Systems (NCHEMS). This process helped ensure an objective and consistent perspective, but lacked documentation on the specific details considered. The 2011 peer study was conducted internally, but quantitative analysis was delegated to the individual institutions. This allowed for a better understanding of the deliberations, but resulted in a less consistent approach, as larger institutions with more robust institutional research operations were able to conduct more sophisticated modeling than smaller institutions. Previous peer studies have also varied in their intended usage; some were designed to identify similar institutions for outcomes evaluations, while some were constructed to identify universities that were aspirational. At times it was unclear which one of these was the driving objective.

The 2020 peer study was constructed so that the analyses were objective, consistent, and clearly understood. The work was clearly focused on identifying peer sets that are composed of realistic and accurate sets of institutions that can be used for current benchmarking and outcomes analyses. The 2020 peer study established a highly collaborative and consultative process, with responsibility shared by the UNC System Office and the individual institutions. To that end, each UNC System university was asked to identify one individual to serve as the primary point of contact who had the institutional standing and knowledge to guide their campus process. Additionally, each university established an internal working group composed of individuals to participate in the working process. This typically included individuals from Academic Affairs, Institutional Research, Finance, Human Resources, and representatives of faculty and staff councils and senates. The UNC System Office developed a parallel internal steering group led by Academic Affairs, including representatives from Data and Analytics, Strategy and Policy, Finance, Human Resources, the chief of staff, and the chief operating officer. Identification of the methodological approach, variable identification, and ultimate peer selection was conducted in a collaborative manner, involving individuals from the UNC System Office and each constituent university.

Given the analytical strength, clarity, and collaborative structure of the 2020 peer study, the UNC System Office internal steering group for the 2025 peer study decided to replicate much of the process for the 2025 peer study. Each UNC System university was again asked to identify a primary point of contact and establish an internal working group. Cluster analysis was again used as the methodological approach, and variable identification and ultimate peer selection was likewise conducted in a collaborative manner for the 2025 peer study, involving individuals from the UNC System Office and each constituent university.

Methodological Approach

A guiding objective of the 2020 peer study was to employ a quantitative and data-driven approach to identify institutional peers that would be consistent across constituent universities. To that end, and as opposed to previous iterations of peer studies, UNC System Office staff from Data and Analytics conducted all quantitative analyses for the 16 constituent universities, using cluster analysis. This ensured a common approach was used in the consideration of peers for all universities, and also helped to ameliorate the differences in resources that exist across the constituent universities.

In the 2025 peer study, cluster analysis was used as the quantitative approach, as it allows for institutions to be compared simultaneously across a variety of variables. Individual variables were

REPORT: 2025 Peer Study

identified for each institution for use in the cluster analysis. A cluster analysis was then run for each institution, and output lists were provided to the institutions for review. Some institutions requested multiple cluster analyses, sometimes with different sets of variables, for comparative purposes, but each institution selected a single cluster as the basis for their peer list. Institutions were allowed to identify colleges and universities that they felt should be included on their peer list, but which were not included in the cluster analysis. This typically included institutions for which there was a historical connection on peer studies or similar academic focus. Institutions subsequently provided a list of proposed peers, which were reviewed by the UNC System Office steering committee. A final proposed list was then negotiated by each institution and the UNC System Office.

Variable Identification

Potential variables were identified by staff from the UNC System Office and the individual institutions, and were ultimately approved by the UNC System Office steering group. Given that the desired objective of the peer study was to identify lists that could be used for outcomes assessment, the majority of the variables identified were measures of institution resources and mission. Variables fall into one of three broad categories: those that help understand an institution's mission and positioning (e.g., academic program mix, undergraduate enrollment as a percent of total enrollment); the study body an institution serves (e.g., total student enrollment, percent of undergraduate students receiving a Pell Grant); and institutional resources (e.g., percent of faculty that are full time, instructional expenditures per student FTE). Ten variables were used in each cluster analysis. Of those 10, six were common to all institutions, and four were selected by the individual institution in consultation with the UNC System Office. Listed below are the six core (common) variables, and the most common elective variables. In a modification from the 2020 peer study, for the 2025 peer study institutions were not limited to the list below in their selection of variables, and could consider any measure-based input-focused variable that is available in the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). The vast majority of analyses in the 2025 peer study did select from the variables listed below.

Variables Used in the Cluster Analysis

- 12-month Enrollment Full-Time Equivalent (FTE), (*Core Variable*)
- Percent of Undergraduate Students Receiving a Pell Grant, (*Core Variable*)
- Undergraduate Enrollment as a Percent of Total Enrollment, (*Core Variable*)
- Academic Program Mix, (*Core Variable*)
- Percent of Faculty Who are Full Time, (*Core Variable*)
- Instructional Expenditures per Student FTE, (*Core Variable*)
- Percent of Undergraduate Students Who are Part Time, (*Elective Variable*)
- Percent of Undergraduate Students Who are Transfers, (*Elective Variable*)
- Percent of Undergraduate Students Who are 25 and older, (*Elective Variable*)
- Percent Underrepresented Minority Student Enrollment, (*Elective Variable*)
- Percent Five-Year Change in FTE Enrollment (*Elective Variable*)
- Percent of Faculty Who are Tenured or Tenure-Track (*Elective Variable*)
- Average Full Professor Salary (*Elective Variable*)
- Research Expenditures per FTE (*Elective Variable*)
- Public Service Expenditures per FTE (*Elective Variable*)
- Core Operational Revenue per FTE (Tuition & Fees – Discounts & Allowances, + State Appropriations), (*Elective Variable*)
- Endowment per Student FTE, (*Elective Variable*)

REPORT: 2025 Peer Study

Cluster Analysis

The analysis started with all institutions who reported data to IPEDS as a basis for selection. As the UNC System is a System of four-year public universities, the analysis excluded private institutions and institutions that do not offer bachelor's degrees. Of the 10 variables evaluated, five were pre-determined, one was semi-custom, and four were selected by the institution. Using these 10 variables, analysts assessed the distribution of values across the aforementioned list of public universities. In cases where an institution had a missing response for one of the 10 variables, that institution was removed from the evaluation dataset, though the institution could be considered for inclusion in the peer list as an off-cluster selection. There are instances where it might be desirable to include a missing response, which can be evaluated in a future iteration. All variables' values were scaled to prevent skewing the results toward those variables with large values. Depending on the distribution of values, steps were taken to normalize/standardize the spread within each variable. Additional data manipulations were conducted, particularly for the financial variables, to correct for skewness in the distribution. Rather than identifying and removing institutions with single-variable outliers prior to clustering, a large k-means cluster analysis was used to identify outliers in the data. Using this process, outliers ended up in clusters by themselves. Once identified, outlier institutions were removed from the evaluation dataset, and the remaining institutions were restandardized. A new k-means cluster analysis was run using an appropriate k-based value based on model measures and other key assessment criteria, such as the number and geographic diversity of in-cluster institutions. A final list of in-cluster institutions was produced for institutional review and discussion. Following consideration of in-cluster and off-cluster institutions, a single peer list of between 10 and 12 institutions was identified for each university, with the majority of institutions selected from the in-cluster list. Given the focus on outcomes benchmarking, inclusion of aspirational and private peers was restricted compared to previous peer studies.

Recommended Uses and Timeline

The proposed peer sets were developed first and foremost for current benchmarking and comparisons. Accordingly, it is recommended that these peer lists serve as the basis of analysis for outcomes assessment on areas such as student retention rates, graduation rates, degree production, research productivity, and other relevant metrics, particularly those associated with the UNC System Strategic Plan, *Higher Expectations*.

Proposed 400.2.4[R] of the UNC Policy Manual, *Regulation on Peer Study and Peer Institution Lists*, outlines the general process and parameters for the peer study and peer list development, and will serve as the foundation for future peer studies.

Finally, consistent with the timeline established through the 2020 peer study, the new peer sets will be in effect for a five-year period, after adoption by the Board, July 1, 2025 – June 30, 2030. The next peer study will be conducted in the 2029-30 academic year, with an implementation date of July 1, 2030.

Proposed Peers

The following pages contain the proposed peer sets for each of the UNC System constituent universities. For each peer institution the following information is provided: name of institution, state the institution is located in, whether or not the peer was identified through the cluster analysis, whether or not the peer was included on the 2020 list, and whether or not the peer was included on the 2011 list. Some lists are more stable across studies than others, which reflects a fairly mature institutional comparison

REPORT: 2025 Peer Study

set. Other lists have changed dramatically, given either growth and development of the individual constituent institution or similar changes in the comparison set. Similar to previous peer studies, the UNC-Chapel Hill list includes 10 public institutions and five private institutions, and the UNC School of the Arts list includes six public institutions and six private institutions. For those universities, the private institutions will factor into analyses of outcomes measures such as retention and graduation rates, but do not factor into considerations of tuition and fees.

REPORT: 2025 Peer Study

Appalachian State University

Institution	State	Cluster Analysis	2020 Peer	2011 Peer
Coastal Carolina University	SC	Yes	No	No
College of Charleston	SC	Yes	Yes	Yes
Georgia Southern University	GA	Yes	No	No
Grand Valley State University	MI	No	Yes	No
Illinois State University	IL	Yes	No	No
James Madison University	VA	Yes	Yes	Yes
Miami University-Oxford	OH	No	Yes	Yes
West Chester University of Pennsylvania	PA	Yes	Yes	Yes
Western Michigan University	MI	Yes	Yes	No
Western Washington University	WA	No	Yes	Yes

10 Total Peers

7 Peers were included on the 2020 List

5 Peers were included on the 2011 List

3 Peers Off-Cluster

East Carolina University

Institution	State	Cluster Analysis	2020 Peer	2011 Peer
Florida Atlantic University	FL	No	Yes	No
Illinois State University	IL	Yes	Yes	No
Mississippi State University	MS	Yes	No	No
Northern Arizona University	AZ	Yes	Yes	No
Oklahoma State University-Main Campus	OK	Yes	No	No
University of Nevada-Reno	NV	No	No	Yes
University of Wisconsin-Milwaukee	WI	Yes	No	No
Virginia Commonwealth University	VA	No	No	Yes
Washington State University	WA	Yes	Yes	No
West Virginia University	WV	No	No	No
Western Michigan University	MI	No	Yes	Yes

11 Total Peers

5 Peers were included on the 2020 List

3 Peers were included on the 2011 List

5 Peers Off-Cluster

REPORT: 2025 Peer Study

Elizabeth City State University

Institution	State	Cluster Analysis	2020 Peer	2011 Peer
Chicago State University	IL	Yes	No	No
Coppin State University	MD	Yes	Yes	No
Delaware State University	DE	Yes	No	Yes
Delta State University	MS	No	Yes	No
Fort Valley State University	GA	Yes	No	No
Lincoln University	PA	Yes	Yes	No
Mississippi Valley State University	MS	Yes	Yes	No
Savannah State University	GA	Yes	No	No
South Carolina State University	SC	Yes	Yes	No
University of Maryland Eastern Shore	MD	No	No	No
Virginia State University	VA	Yes	Yes	Yes

11 Total Peers

6 Peers were included on the 2020 List

2 Peers were included on the 2011 List

2 Peers Off-Cluster

Fayetteville State University

Institution	State	Cluster Analysis	2020 Peer	2011 Peer
Albany State University	GA	No	No	Yes
California State University-Channel Islands	CA	Yes	No	No
California State University-East Bay	CA	Yes	No	No
Clayton State University	GA	Yes	No	No
Grambling State University	LA	No	Yes	Yes
Northeastern Illinois University	IL	Yes	No	No
Southern University at New Orleans	LA	No	No	No
Texas A & M University-Commerce	TX	Yes	No	No
University of Houston-Clear Lake	TX	Yes	No	No
Western New Mexico University	NM	Yes	No	No

10 Total Peers

1 Peer was included on the 2020 List

2 Peers were included on the 2011 List

3 Peers Off-Cluster

REPORT: 2025 Peer Study

North Carolina A & T State University

Institution	State	Cluster Analysis	2020 Peer	2011 Peer
California State Polytechnic University-Pomona	CA	Yes	No	No
Florida Agricultural and Mechanical University	FL	No	Yes	Yes
Georgia Southern University	GA	Yes	No	No
James Madison University	VA	Yes	No	No
Kent State University at Kent	OH	Yes	No	No
San Jose State University	CA	Yes	No	No
The University of Texas at El Paso	TX	Yes	Yes	Yes
University of North Florida	FL	Yes	No	No
University of Texas at San Antonio	TX	Yes	No	No
University of Wisconsin-Milwaukee	WI	Yes	No	No
West Chester University of Pennsylvania	PA	Yes	No	No

11 Total Peers

2 Peers were included on the 2020 List

2 Peers were included on the 2011 List

1 Peer Off-Cluster

North Carolina Central University

Institution	State	Cluster Analysis	2020 Peer	2011 Peer
Alabama State University	AL	Yes	Yes	No
Bowie State University	MD	Yes	Yes	No
California State University-Bakersfield	CA	Yes	No	Yes
Delaware State University	DE	Yes	Yes	No
Jackson State University	MS	Yes	Yes	Yes
Morgan State University	MD	Yes	Yes	Yes
Norfolk State University	VA	Yes	Yes	No
Tennessee State University	TN	Yes	Yes	Yes
Texas A & M University-Kingsville	TX	Yes	Yes	No
Virginia State University	VA	Yes	Yes	No

10 Total Peers

9 Peers were included on the 2020 List

4 Peers were included on the 2011 List

0 Peers Off-Cluster

REPORT: 2025 Peer Study

North Carolina State University

Institution	State	Cluster Analysis	2020 Peer	2011 Peer
Georgia Institute of Technology-Main Campus	GA	Yes	Yes	Yes
Michigan State University	MI	Yes	Yes	Yes
Purdue University-Main Campus	IN	Yes	Yes	Yes
Rutgers University-New Brunswick	NJ	Yes	Yes	Yes
Texas A & M University-College Station	TX	Yes	Yes	Yes
University of Arizona	AZ	Yes	Yes	Yes
University of California-Davis	CA	Yes	Yes	Yes
University of Georgia	GA	Yes	No	No
University of Illinois Urbana-Champaign	IL	Yes	Yes	Yes
University of Maryland-College Park	MD	Yes	Yes	Yes
University of Minnesota-Twin Cities	MN	Yes	No	No
Virginia Polytechnic Institute and State University	VA	Yes	Yes	Yes

12 Total Peers

10 Peers were included on the 2020 List

10 Peers were included on the 2011 List

0 Peers Off-Cluster

University of North Carolina Asheville

Institution	State	Cluster Analysis	2020 Peer	2011 Peer
Christopher Newport University	VA	Yes	Yes	Yes
College of Charleston	SC	Yes	No	No
Massachusetts College of Liberal Arts	MA	Yes	Yes	Yes
St. Mary's College of Maryland	MD	Yes	Yes	Yes
SUNY at Purchase College	NY	Yes	Yes	Yes
SUNY College at Geneseo	NY	Yes	Yes	Yes
Truman State University	MO	Yes	No	Yes
University of Mary Washington	VA	Yes	Yes	No
University of Minnesota-Morris	MN	Yes	Yes	Yes
Winthrop University	SC	No	No	No

10 Total Peers

7 Peers were included on the 2020 List

7 Peers were included on the 2011 List

1 Peer Off-Cluster

REPORT: 2025 Peer Study

University of North Carolina at Chapel Hill

Institution	State	Cluster Analysis	2020 Peer	2011 Peer
Georgia Institute of Technology-Main Campus	GA	Yes	No	No
The University of Texas at Austin	TX	Yes	Yes	Yes
University of California-Berkeley	CA	Yes	Yes	Yes
University of California-Los Angeles	CA	Yes	Yes	Yes
University of Florida	FL	Yes	Yes	Yes
University of Illinois Urbana-Champaign	IL	Yes	Yes	Yes
University of Michigan-Ann Arbor	MI	Yes	Yes	Yes
University of Virginia-Main Campus	VA	No	Yes	Yes
University of Washington-Seattle Campus	WA	Yes	Yes	Yes
University of Wisconsin-Madison	WI	Yes	Yes	Yes
<i>Duke University</i>	<i>NC</i>	<i>No</i>	<i>Yes</i>	<i>Yes</i>
<i>Emory University</i>	<i>GA</i>	<i>No</i>	<i>Yes</i>	<i>No</i>
<i>Johns Hopkins University</i>	<i>MD</i>	<i>No</i>	<i>Yes</i>	<i>Yes</i>
<i>Northwestern University</i>	<i>IL</i>	<i>No</i>	<i>Yes</i>	<i>Yes</i>
<i>Vanderbilt University</i>	<i>TN</i>	<i>No</i>	<i>Yes</i>	<i>No</i>

15 Total Peers

14 Peers were included on the 2020 List

12 Peers were included on the 2011 List

6 Peers Off-Cluster

5 Private Peers

REPORT: 2025 Peer Study

University of North Carolina at Charlotte

Institution	State	Cluster Analysis	2020 Peer	2011 Peer
Florida Atlantic University	FL	Yes	Yes	Yes
George Mason University	VA	Yes	Yes	No
Georgia Southern University	GA	Yes	No	No
Georgia State University	GA	Yes	No	No
Old Dominion University	VA	Yes	Yes	Yes
The University of Tennessee-Knoxville	TN	No	No	No
The University of Texas at Arlington	TX	Yes	No	Yes
The University of Texas at San Antonio	TX	Yes	Yes	Yes
University of Maryland-Baltimore County	MD	No	Yes	No
University of Memphis	TN	No	No	No
University of Nevada-Las Vegas	NV	Yes	No	Yes
Virginia Commonwealth University	VA	No	No	Yes

12 Total Peers

5 Peers were included on the 2020 List

6 Peers were included on the 2011 List

4 Peers Off-Cluster

University of North Carolina at Greensboro

Institution	State	Cluster Analysis	2020 Peer	2011 Peer
Ball State University	IN	No	No	No
Florida Atlantic University	FL	Yes	Yes	No
Northern Arizona University	AZ	Yes	Yes	No
Northern Illinois University	IL	No	No	Yes
Old Dominion University	VA	Yes	No	Yes
Portland State University	WA	No	Yes	Yes
San Francisco State University	CA	Yes	No	No
Towson University	MD	Yes	No	No
University of Memphis	TN	No	Yes	Yes
University of North Texas	TX	Yes	No	No
University of Wisconsin-Milwaukee	WI	No	Yes	No

11 Total Peers

5 Peers were included on the 2020 List

4 Peers were included on the 2011 List

5 Peers Off-Cluster

REPORT: 2025 Peer Study

University of North Carolina at Pembroke

Institution	State	Cluster Analysis	2020 Peer	2011 Peer
Auburn University at Montgomery	AL	Yes	No	No
Austin Peay State University	TN	No	Yes	Yes
Eastern New Mexico University-Main Campus	NM	No	Yes	Yes
Francis Marion University	SC	No	Yes	Yes
Middle Georgia State University	GA	No	Yes	No
Northeastern State University	OK	No	Yes	Yes
Southeastern Oklahoma State University	OK	Yes	No	No
Texas A & M University-Commerce	TX	Yes	No	No
University of North Alabama	AL	Yes	No	No
University of West Georgia	GA	Yes	No	No
West Texas A & M University	TX	Yes	No	No

11 Total Peers

5 Peers were included on the 2020 List

4 Peers were included on the 2011 List

5 Peers Off-Cluster

University of North Carolina Wilmington

Institution	State	Cluster Analysis	2020 Peer	2011 Peer
Ball State University	IN	Yes	No	No
James Madison University	VA	No	No	Yes
Kent State University at Kent	OH	Yes	No	No
Ohio University-Main Campus	OH	Yes	Yes	No
Rowan University	NJ	No	Yes	Yes
Sam Houston State University	TX	No	No	No
Towson University	MD	No	No	Yes
University of Louisville	KY	Yes	No	No
University of Maryland-Baltimore County	MD	No	Yes	Yes
University of Massachusetts-Lowell	MA	Yes	Yes	No
University of Missouri-Kansas City	MO	Yes	No	No
University of Nevada-Reno	NV	Yes	No	No

12 Total Peers

4 Peers were included on the 2020 List

4 Peers were included on the 2011 List

5 Peers Off-Cluster

REPORT: 2025 Peer Study

University of North Carolina School of the Arts

Institution	State	Cluster Analysis	2020 Peer	2011 Peer
<i>Berklee College of Music</i>	MA	No	Yes	No
<i>California Institute of the Arts</i>	CA	No	Yes	No
<i>Carnegie Mellon University*</i>	PA	No	Yes	Yes
Florida State University*	FL	No	No	No
Indiana University-Bloomington*	IN	No	Yes	No
Massachusetts College of Art and Design	MA	Yes	Yes	Yes
<i>New York University*</i>	NY	No	Yes	Yes
<i>Savannah College of Art and Design</i>	GA	No	Yes	Yes
SUNY at Purchase College	NY	Yes	Yes	Yes
<i>The Juilliard School</i>	NY	No	Yes	Yes
The University of Texas at Austin*	TX	No	Yes	Yes
University of Cincinnati-Main Campus*	OH	No	Yes	Yes

12 Total Peers

11 Peers were included on the 2020 List

8 Peers were included on the 2011 List

10 Peers Off-Cluster

6 Private Peers

* Indicates comparisons will be made to that institution's college/school of arts when possible.

Western Carolina University

Institution	State	Cluster Analysis	2020 Peer	2011 Peer
Eastern Washington University	WA	Yes	Yes	No
Ferris State University	MI	Yes	Yes	No
Fort Hays State University	KS	Yes	No	No
Northern Kentucky University	KT	Yes	No	No
Pennsylvania Western University	PA	Yes	No	No**
Saint Cloud State University	MN	Yes	Yes	Yes
Southern Illinois University-Edwardsville	IL	Yes	No	No
The University of Tennessee-Chattanooga	TN	No	Yes	No
University of Colorado-Colorado Springs	CO	Yes	Yes	No
University of North Alabama	AL	Yes	No	No
University of Wisconsin-Whitewater	WI	No	No	No
Youngstown State University	OH	No	No	No

12 Total Peers

5 Peers were included on the 2020 List

1 Peer was included on the 2011 List

3 Peers Off-Cluster

**PennWest formed in July 2022, consolidated California (a 2011 peer), Clarion, Edinboro Universities of Pennsylvania

REPORT: 2025 Peer Study

Winston-Salem State University

Institution	State	Cluster Analysis	2020 Peer	2011 Peer
Alabama State University	AL	Yes	Yes	No
Alcorn State University	MS	Yes	No	Yes
Jackson State University	MS	No	No	No
Langston University	OK	Yes	No	No
Norfolk State University	VA	Yes	Yes	Yes
Prairie View A & M University	TX	Yes	No	Yes
Savannah State University	GA	Yes	No	No
South Carolina State University	SC	Yes	Yes	No
Texas A & M International University	TX	Yes	No	No
University of Arkansas at Pine Bluff	AR	Yes	No	No
Virginia State University	VA	Yes	Yes	Yes

11 Total Peers

4 Peers were included on the 2020 List

4 Peers were included on the 2011 List

1 Peer Off-Cluster



UNC System Peer Study

May 14, 2025

Committee on Educational Planning, Policies,
and Programs

Agenda

- Recap of 2025 Peer Study
- Key Take-aways
- Questions and Discussion

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 lists 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

2025 Peer Study Recap

- **Purpose:** Current benchmarking and comparisons, with public peers as the base of analysis
- **Timeline:** 2025 Peer Study conducted September 2024—May 2025; updated peer lists will be in effect July 1, 2025 to June 30, 2030
- **Approach:** UNC System Office Academic Affairs led peer study with UNC System Office Steering Team; Chancellors identified POC and campus-level teams; UNC System Office Academic Planning & Analysis conducted cluster analyses for all institutions
- **Cluster Analysis:** Conducted using 10 variables that identify institutions with similar missions and resources; six variables are consistent across all institutions, four variables selected jointly by the individual institution and UNC System Office staff
- **Result:** 10-12 institutions for each UNC university

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

Key Take-aways

- Differential change
- 5-year cadence
- Data-driven, collaborative process

Thank You

Questions?

AGENDA ITEM

A-5. UNC System Academic Degree Program Actions.....Daniel Harrison

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 approval from the University of North Carolina Board of Governors and those actions that are delegated to staff at the University of North Carolina System Office. This report presents those program actions that require Board approval.

Program Establishments

Fayetteville State University
Bachelor of Science (BS) in Special Education CIP 13.1001

North Carolina Agricultural and Technical State University
Bachelor of Science (BS) in Aeronautical and Astronautical Engineering CIP 14.0201
Bachelor of Science (BS) in Educational Studies CIP 13.0901

NC State University
Master of Science (MS) in Global One Health CIP 26.1305

University of North Carolina at Greensboro
Bachelor of Science (BS) in Cybersecurity CIP 11.1003
Bachelor of Science (BS) in Human Resources Management CIP 52.1001

University of North Carolina Wilmington
Bachelor of Science (BS) in Public Policy and Administration CIP 44.0501

Western Carolina University
Bachelor of Science (BSME) in Mechanical Engineering CIP 14.1901

Program Discontinuations and Consolidations

East Carolina University
Master of Arts in Education (MAED) in Art Education (K-12) CIP 13.1302
Master of Arts (MA) in Health Education CIP 51.2207

University of North Carolina Asheville/University of North Carolina at Chapel Hill
Master (MPH) of Public Health CIP 51.2201

University of North Carolina at Charlotte
Master of Education (MEd) in Elementary Education CIP 13.1202

- Background:** Per Section 400.1 of the UNC Policy Manual, the constituent institutions and the UNC System Office review academic degree program offerings and bring periodic requests for program establishment, discontinuation, and consolidation recommendations to the Board. 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:** Staff recommends approval of the programs listed above.
- 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 Special Education
CIP 13.1001
Fayetteville State University**

I. Program Highlights

- Fayetteville State University proposes the establishment of a BS in Special Education (General Curriculum K-12).
- The purpose of the program is to prepare graduates for career opportunities in special education with opportunities to work in public, private, and/or charter schools, school districts, and nonprofit organizations. The proposed degree program and its focus on educating students with disabilities supports FSU's mission to advance "knowledge through the integration of teaching, learning, research, and public service." Special Education is currently a minor.
- The proposed program would serve the needs of local school districts and families. A teacher of special education is a multidisciplinary who examines instruction from different perspectives, understands the implications of disability, and incorporates differentiation in supporting the exceptional child and their family. The proposed degree program would serve and draw students from different geographical regions than other UNC System institutions with comparable programs. The curriculum would feature a reading concentration that recognizes and addresses the implementation of the science of reading. This instruction would be aligned with the science of reading requirement in North Carolina for educator preparation programs and elementary school teachers. The proposed program will enhance teacher candidates' overall ability to differentiate and implement evidence-based, effective instruction, particularly in literacy aligned with the UNC System and North Carolina legislator mandates.
- There are abundant opportunities for employment given the shortage of special education teachers in North Carolina. In recent years (2020-23), there have been 7,359 unique job postings and more than 5,000 teacher vacancies in North Carolina as of February 2023. In the Sandhills region of North Carolina, there were 80 special education teacher vacancies in April 2023 alone, (19 in Harnett County, 25 in Cumberland County, five in Hoke County, 11 in Lee County, and 20 in Moore County). The average salary for a beginning teacher with a BA or a BS degree in North Carolina is \$37,000 or an average of \$24.06 per hour, with some discrepancy in pay based on county/school district.
- The population of students identified as having a disability has grown steadily in recent years, so it is imperative the special education teacher workforce grow concurrently to serve these students. This proposal responds to the societal need for qualified professionals who are at the forefront of addressing the education of exceptional children.
- The chancellor has issued this program a waiver of the prohibition on DEI content based on state teacher licensing board requirements.
- The projected enrollment in year five is 25 on-campus students (20 full-time and five part-time).

II. Academic Program Planning Criteria (UNC Policy 400.1)

1. **Relation to Campus Distinctiveness and Mission.** The proposed BS in Special Education supports the FSU mission, which states: "FSU strives to meet the educational, career and personal aspirations of its traditional and non-traditional students from rural, military and other diverse

backgrounds so that they are equipped with academic and practical knowledge to serve local, state, national and global communities as enlightened citizens, globally astute leaders and engaged solution creators.” The proposed curriculum’s focus aligns with the UNC System mission to “discover, create, transmit, and apply knowledge to address the individuals and society,” which is addressed through instruction to “impart the skills necessary for individuals to lead responsible, productive, and personally satisfying lives.”

2. **Student Demand.** Other UNC System institutions that currently offer the same special education degree program graduate an average of 25 students annually. FSU’s Department of Elementary Education, Middle Grades, Reading, and Special Education (EEMRSE) supported an increasing average of undergraduate special education minors over the past few school years (fall 2021: four, fall 2022: seven, fall 2023: 11). Many students who have completed or are in the process of completing the special education minor have expressed interest in a special education degree program. FSU has not been able to serve these students in a formal capacity outside of offering the special education minor, so the proposed program would work to increase recruitment and retention of prospective and current students while simultaneously seeking to fill job vacancies in the surrounding counties. FSU also supports North Carolina Teaching Fellows, which is offered at eight educator preparation programs in the UNC System, in special education and STEM fields. The creation of an undergraduate degree program would attract students who are eligible for North Carolina Teaching Fellows.

Table 1. Other UNC System Enrolled for CIP 13.1001— Special Education and Teaching, General

Institution	AY2018-19	AY2019-20	AY2020-21	AY2021-22	AY2022-23	AY2023-24
ECU	85	90	83	89	79	72
ECSU	18	20	20	22	16	7
UNCC	83	103	118	104	75	48
UNCG	71	67	67	77	75	56
UNCP	48	46	39	40	35	28
UNCW	19	22	12	15	7	6
WCU	108	109	93	79	69	51

Table 2. Other UNC System Completions for Bachelor's Degrees, 13.1001— Special Education and Teaching, General

Institution	AY2018-19	AY2019-20	AY2020-21	AY2021-22	AY2022-23	AY2023-24
ECU	18	19	13	13	23	13
ECSU	0	1	2	2	4	0
UNCC	23	26	31	28	36	23
UNCG	25	25	56	24	27	13
UNCP	4	2	3	4	7	5
UNCW	4	10	6	8	3	2
WCU	17	15	21	12	19	13

Table 3. IPEDS Peer Institutions Completions for Bachelor's Degrees, CIP 13.1001— Special Education and Teaching, General

Institution	AY2018-19	AY2019-20	AY2020-21	AY2021-22	AY2022-23
Alabama State University	2	7	5	1	1
Grambling State University	0	0	0	0	0
Norfolk State University	0	0	0	0	1
University of Arkansas at Pine Bluff	0	0	1	2	0
Virginia State University	0	0	0	0	1

- 3. Employment Opportunities for Graduates.** In recent years (2020-23), there have been 7,359 unique job postings for special education teachers in North Carolina. There were more than 5,000 teacher vacancies in North Carolina as of February 2023. In the Sandhills region of North Carolina as of April 2023, there were 80 special education teacher vacancies (19 in Harnett County, 25 in Cumberland County, five in Hoke County, 11 in Lee County, and 20 in Moore County). The average salary for a beginning teacher with a BA or a BS degree in North Carolina is \$37,000 with some discrepancy in pay based on county/school district.

Table 4. Median Wage for SOC Codes Cross-walked to CIP Code: 13.1001— Special Education and Teaching, General

Degree Level	Educational Level Requirement	SOC Count	Median Wage
Bachelor's	Bachelor's Degree	4	\$49,280

Table 5. Estimated Employment for SOC Codes Cross-walked to CIP Code: 13.1001— Special Education and Teaching, General with a Matching Education Level Requirement

Education Level Requirement	Count of SOC Codes	2021	2030 Estimate	Net Change	Percent Change
Bachelor's	4	6,632	7,003	371	5.6%

- 4. Impact on Access and Affordability.** Student tuition and fee rates are consistent across the FSU campus for undergraduate level programs. The median total debt after graduation from FSU is \$22,987, with a typical monthly loan payment of \$244. The median total debt for four-year comparative institutions ranges from \$19,500 to \$25,000, with an average median of \$22,134. The typical monthly loan payment for comparable institutions ranges from \$207 to \$265 per month (average: \$234). The median student debt for NC Promise schools is higher on average than other UNC System institutions (\$22,829, compared to \$21,652). Most students at FSU are from Cumberland County, identified as an economically distressed Tier I county by the North Carolina Chamber of Commerce. Students with lower incomes may tend to borrow more for their education. The proposed program would not only provide access to higher education at

significantly reduced cost but also provide the necessary training to obtain employment in a critical needs area.

5. Fayetteville State University is not requesting any program-specific fees or tuition differential for this program. Undergraduate tuition and fees for the 2025-26 full-time (12+ credit hour) rates are as follows:

Full-Time On Campus 2025-26 Undergraduate Tuition and Fees per Year (In Dollars)

Category	Resident	Nonresident
Tuition	(NC Promise Tuition) 1,000	(NC Promise Tuition) 5,000
Tuition Differential	N/A	N/A
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	2,644	2,644
Special Fees	N/A	N/A

6. **Return on Investment.** Fayetteville State University's average time to degree is 6.3 years. Using the above figures for tuition and fees, in-state student expenditures for tuition and fees equal to \$22,737. The median income for this position five years out from graduation is \$49,280.
7. **Expected Quality.** The proposed degree program would require 120 credit hours. Each candidate will complete an extensive semester-long clinical experience during their final semester. FSU's Clinical Educators must be professionally licensed in the field of licensure sought by the candidate, have a minimum of three years of experience in a teaching role, have been rated, through the educator's most recent formal evaluations, at least at the "proficient" level as part of the North Carolina Teacher Evaluation System, and have met expectations as part of student growth in the field of licensure sought by the candidate.

The accrediting agencies are the Council for the Accreditation of Educator Preparation (CAEP) and the North Carolina Department of Public Instruction (NCDPI). NCDPI is the agency concerned with educator preparation programs in North Carolina. The requirements for initial licensure in special education have been reviewed during program planning, and we plan to apply for NCDPI's licensure endorsement upon program approval. The curriculum of the proposed program is designed to satisfy the designation requirements. CAEP is the agency that accredits postsecondary educator preparation programs. All other degree programs in FSU's Department of Elementary Education, Middle Grades, Reading, and Special Education (EEMRSE) are currently accredited by CAEP, so it is our intention to pursue CAEP accreditation for this proposed program.

8. **Faculty Quality and Number.** FSU has highly qualified faculty members with terminal degrees in special education to provide instruction. FSU is a partner with the North Carolina State Improvement Project (NCSIP). Among the current special education faculty are state-certified instructors in Reading Research to Classroom Practice and Foundations of Math, which are intensive professional development courses embedded into FSU courses. As an NCSIP partner institution, several accountability measures are in place to ensure high-quality course content,

delivery, and effectiveness. These include faculty observations, candidate data tracking, and licensure exam data.

9. **Relevant Lower-level and Cognate Programs.** The existing lower-level programs include the special education concentration, which includes a series of six courses at the undergraduate level to prepare students for dual licensure in both elementary or middle grades education and special education. This concentration option will continue to operate independently of the proposed degree program. The existing College of Education core courses will continue to support the proposed program by providing candidates with background knowledge and early field experience in special education as well as education in general.
10. **Availability of Campus Resources (Library, Space, etc.).** FSU's Chesnutt Library maintains enough resources and staff to support the proposed program. The library has 226,849 print and 674,011 eBooks, 311 individual journal subscriptions and 56,051 e-journal subscriptions (<https://journalfinder.com/fsu/>). The library provides electronic access to 388 multidisciplinary and subject specific databases (<https://libguides.uncfsu.edu/az.php>). These databases provide access to millions of electronic media in the format of eBooks, newspapers, scholarly articles, films, music scores, and audio recordings. The library resources and services are available to all faculty members and enrolled students, onsite or via remote access. Virtually all of Chesnutt Library's electronic resources and services are available 24 hours a day, seven days a week through proxy authentication. Library privileges are made available to all students and faculty members at the beginning of each semester. The library is a depository for federal publications through the U.S. Government Printing Office (20 percent) and State of North Carolina Publication (100 percent). The library has 43,156 item level holdings in government documents.

The existing campus facilities would be adequate in year one of the program's operation. There will be new facilities by years five and 10, which would enhance the program's operation. The proposed degree program will not have any effect on existing technology, information technology, and services currently utilized at FSU. The existing technology, information technology, and services will be adequate in year one of the program's operation. Students also have on campus and remote support from the IT help desk, which they may access at any time via phone or by submitting a ticket for any network, computer, or software issues. As technological advances are made at FSU, we anticipate the standard services would be adequate in years five and 10 of the program's operation.

11. **Existing Programs (Number, Location, Mode of Delivery).** Similar programs are offered in the following UNC System institutions: East Carolina University — on campus and online; Elizabeth City State University — on campus; University of North Carolina at Charlotte — on campus; University of North Carolina at Greensboro — on campus; University of North Carolina at Pembroke — on campus; University of North Carolina Wilmington — on campus; Western Carolina University — on campus.
12. **Potential for Unnecessary Duplication.** The proposed program will fill a much-needed gap in undergraduate degree programs offered in the UNC System. Although other UNC institutions (ECU, ECSU, UNC Charlotte, UNC Greensboro, UNC Pembroke, UNC Wilmington, and Western Carolina) offer a special education (general curriculum) degree program, they serve and draw students from different geographical regions and socioeconomic strata within North Carolina.

The proposed program is unique through the reading concentration, which recognizes and addresses the implementation of the science of reading. The implementation of instruction aligned with the science of reading has recently become a requirement in North Carolina for educator preparation programs and public school elementary teachers (i.e., Language Essentials for Teachers of Reading and Spelling, or LETRS), so the proposed program will enhance teacher candidates' overall ability to differentiate and implement evidence-based, effective instruction, particularly in literacy aligned with the UNC System and North Carolina legislator mandates.

- 13. Feasibility of Collaborative Program.** FSU anticipates building a professional development opportunity for students earning their degree in special education at Sandhills area universities, including Methodist University and UNC Pembroke. The anticipated focus of the professional development workshop would be targeting areas of high need from the students and the PK-12 schools in which they will work. FSU faculty have already met with Fayetteville Technical Community College to begin the planning and transition process between programs.

FSU has garnered collaborative partnerships with local community colleges, in an effort to increase opportunities for students to transfer into the university and obtain a bachelor's degree. Working closely with these community colleges will prove beneficial to provide students with a clear path to a degree beyond the associate's degree they obtain at the community college. FSU's colleges and departments will work closely with the institutions to ensure a smooth transfer process for students.

FSU has developed positive partnerships with the military community in the surrounding area. Students have the option of taking classes at Fort Bragg, on campus, or online.

III. Summary of Review Processes

- 1. Campus Review Process and Feedback.** The academic proposal was reviewed and approved by the following: The Department of Elementary Education, Middle Grades, Reading, and Special Education (EEMRSE) Curriculum Committee, Dr. Tanya Hudson (EEMRSE department chair), the College of Education (COE) Academic Affairs Committee (chair, Dr. Theodore Kaniuka), Dr. Chandrika Johnson (dean of COE), the Faculty Senate Academic Affairs Committee (chair, Dr. Sara Brightman), the Faculty Senate (chair, Dr. Zahra Shekarkhar), Dr. Nicole Lucas, SACSCOC liaison, and Dr. Monica Leach, provost and vice chancellor for Academic Affairs.
- 2. UNC System Office Review Process and Feedback.** Throughout the review process, FSU provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

IV. Recommendation

Staff recommends that the Board approve Fayetteville State University's request to establish the Bachelor of Science (BS) in Special Education (CIP 13.1001) effective fall 2025.

Request for Authorization to Establish
Bachelor of Science (BS) in Aeronautical and Astronautical Engineering
CIP 14.0201
North Carolina Agricultural and Technical State University

I. Program Highlights

- North Carolina Agricultural and Technical State University proposes the establishment of a Bachelor of Science (BS) in Aeronautical and Astronautical Engineering.
- The BS in Aeronautical and Astronautical Engineering (AAEN) program is designed to equip students with the knowledge, skills, and experiences needed for successful careers in aerospace engineering and related fields.
- The AAEN program is designed to prepare students to facilitate economic growth in the aeronautical and astronautical industry. The program supports N.C. A&T's strategic plan by promoting transformative engagement, encouraging graduates to participate in cross-disciplinary initiatives that lead to life-changing advancements in social, economic, health, and educational sectors. It also fosters leadership and innovation, shaping solutions-oriented thinkers and doers who contribute to intellectual and creative exchanges with industry and community stakeholders.
- Graduates of the AAEN program will be well equipped for careers in aerospace companies and government agencies, and for pursuing advanced degrees in the field. Additionally, key skills gained through the program, including research and data analysis, are steadily increasing in demand. These projections align with ongoing discussions held with corporate, community, and academic partners, reinforcing the strong career outlook for AAEN graduates, who can earn an average wage of \$130,500.
- The projected enrollment in year five is 247 students.

II. Academic Program Planning Criteria (UNC Policy 400.1)

- 1. Relation to Campus Distinctiveness and Mission.** This program offers students a distinctive blend of academic knowledge, hands-on experiential learning — including design, manufacturing, and validation — and research opportunities. Its location in Greensboro, a hub for top aerospace companies, fosters industry connections and enhances career prospects for graduates.

In addition, the AAEN program aligns with N.C. A&T's mission by promoting academic excellence, workforce development, and interdisciplinary innovation, as outlined in the university's strategic objectives. It also supports the UNC System's mission to advance knowledge and address societal needs, ensuring that graduates are well prepared to make meaningful contributions in the aerospace field.

- 2. Student Demand.** For academic preparation of students and to meet the needs of student interest in this disciplinary field, the BS in Mechanical Engineering has offered an aerospace option at N.C. A&T during the last 20 years. N.C. A&T has provided hands-on experience with the latest technologies. In addition, the department has offered valuable internship and co-op opportunities with strong partnerships with industry leaders such as Boeing, Lockheed Martin, General Electric, Aerospace Corp., Air Force Research Lab, and NASA to mention a few. Student demand metrics highlight a growing interest in the BS in AAEN. According to the Hanover Research Report, regional growth for this degree was approximately 6.4 percent between 2018 and 2022, compared to a national growth rate of 9.1 percent over the same period.

Table 1. Other UNC System Enrolled for CIP 14.0201— Aerospace, Aeronautical and Astronautical Engineering

Institution	AY2018-19	AY2019-20	AY2020-21	AY2021-22	AY2022-23	AY2023-24
NC State	293	301	325	338	367	406

Table 2. Other UNC System Completions for Bachelor's Degrees, CIP 14.0201— Aerospace, Aeronautical and Astronautical Engineering

Institution	AY2018-19	AY2019-20	AY2020-21	AY2021-22	AY2022-23	AY2023-24
NC State	70	73	87	64	77	101

Table 3. IPEDS Peer Institutions Completions for Bachelor's Degrees, CIP 14.0201— Aerospace, Aeronautical and Astronautical Engineering

Institution	AY2018-19	AY2019-20	AY2020-21	AY2021-22	AY2022-23
New Mexico State University-Main Campus	43	38	51	68	80
Wichita State University	45	62	72	67	54

- 3. Employment Opportunities for Graduates.** The employment outlook for aeronautical and astronautical engineers in North Carolina over the next 10 years is projected to grow by 13 percent, with an average annual wage of \$130,500. Nationally, the projected growth rate is 4.6 percent, underscoring North Carolina's significant advantage in this field.

The top employers in North Carolina are projected to be Honda Aircraft Company, Lockheed Martin, and recently Boom (located in Greensboro). Whereas the top employer nationwide is projected to be Boeing, which has a large assembly plant in South Carolina. In addition, Pratt Whitney is constructing a large plant in Asheville. The conditions exist to support a new program at N.C. A&T. In terms of labor demands, the BS in AAEN is projected to grow faster than the average for all occupations at a rate of 12.1 percent, compared to 8.2 percent for all occupations.

Table 4. Median Wage in North Carolina for SOC Codes Cross-walked to CIP 14.0201— Aerospace, Aeronautical and Astronautical Engineering

Degree Level	Educational Level Requirement	SOC Count	Median Wage
Bachelor's	Bachelor's Degree	2	\$131,770
Bachelor's	Doctoral or Professional Degree	1	\$104,940

Table 5. Estimated Employment in North Carolina for SOC Codes Cross-walked to CIP 14.0201— Aerospace, Aeronautical and Astronautical Engineering

Education Level Requirement	Count of SOC Codes	2021	2030 Estimate	Net Change	Percent Change
Bachelor's	2	5,669	6,249	580	10.2%

- 4. Impact on Access and Affordability.** The average first-time N.C. A&T student debt at graduation

is \$19,147 and the average transfer student debt at graduation was \$15,531 for 2023 (Source N.C. A&T 2023 Performance Metrics Summary). According to Hanover research, there are 553 average annual job openings with a 12.1 percent 10-year employment growth with an overall aerospace employment in North Carolina of 7,228 for graduates in the CIP code of 14.0201. The median salary for these positions in North Carolina is \$130,500 per year, which is far above the national average of \$101,300 per year. The nationwide growth of aerospace jobs is expected to be 4.6 percent, compared to 13.6 percent in North Carolina. Finally, the debt-to-earnings ratio for a student staying in North Carolina would be .22 for a first-time N.C. A&T student and .18 for a transfer student.

5. N.C. A&T is **NOT** requesting any program-specific fees or tuition differential for this program. Tuition and fees for the 2025-26 full-time (12+/9+ credit hour) rates are as follows:

Full-Time 2025-26 Undergraduate Tuition and Fees per Year (In Dollars)

Category	Resident	Nonresident
Tuition	3,540	17,600
Tuition Differential	NA	NA
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	3,152	3,152
Special Fees	NA	NA

6. **Return on Investment.** N.C. A&T's average time to degree is 4.8 years. Using the above figures for tuition and fees, in-state student expenditures for tuition and fees equal \$32,121. The median income for this position five years out from graduation is \$131,770.
7. **Expected Quality.** Upon graduation, the students will have developed an ability to identify, formulate, and solve complex engineering problems using analytical, computational, and experimental methods. In addition, the program will equip students with the skills to design and innovate aerospace systems and components, considering safety, sustainability, and cost-effectiveness. The program will seek accreditation by ABET (Accreditation Board for Engineering and Technology) after graduating its first cohort, thus ensuring high academic standards supported by faculty who have strong industry connections.
8. **Faculty Quality and Number.** On the program's initialization, N.C. A&T will use a combination of existing Mechanical Engineering (MEEN) faculty members who have been supporting the MEEN aerospace option, and faculty possess the appropriate academic degrees and are credentialed to teach in this program. In subsequent years, the department plans to hire new faculty whenever enrollment targets are met. By the fifth year of the program's initiation, 16 faculty members and nine graduate teaching assistants will support it. The program will be able to generate resources to support the BS in AAEN program's growth and development.
9. **Relevant Lower-level and Cognate Programs.** General Engineering (GEEN) 101 Software and Design, Mechanical Engineering (MEEN) 104 Engineering Graphics CAD, Physics (PHYS 241, 251, 242, 252), Mathematics (MATH 131, 132, 231, 341), and Chemistry (CHEM 106, 116) are relevant lower-level cognate courses for the BS in AAEN degree. These courses help students build

a strong academic foundation and broaden their expertise, making them better prepared for their major coursework and future careers.

- 10. Availability of Campus Resources (Library, Space, etc.).** N.C. A&T's Bluford library supports the university community by providing access to technologies, research tools, resources, and a learning environment that enriches the scholarship and creative activity of students, faculty, and staff. The library supports academic programs in the nine constituent academic colleges, covering 59 undergraduate, 35 master's, and 14 doctoral degree programs. Currently, the library boasts 36.8 million books including 20.2 million electronic books, 454 databases, 136,000 journals, 543,100 audio, videos, music, and multimedia. Librarians serve as liaisons to the various departments on campus and are available for research consultation, research instruction, and resource recommendations.

Additionally, capstone projects provide collaborative lab spaces for students to develop innovative ideas and prepare for national and international design competitions. N.C. A&T students participate in the SAE Aero Design competition, an annual event sponsored by Lockheed Martin. They also compete in the AIAA Design/Build/Fly competition, which challenges students worldwide to apply aircraft design, engineering, and flight testing to real-world aeronautical problems. Moreover, the Rocketry Team takes part in NASA's rocketry competition, where students undergo a series of design reviews with a NASA panel. This process mirrors NASA's engineering design lifecycle, providing hands-on experience that equips students with the skills needed for careers in the aeronautical workforce. The N.C. A&T students also participate in the Vertical Flight Society (VFS) Design-Build-Vertical Flight (DBVF) student competition of e-VTOL aircraft.

- 11. Existing Programs (Number, Location, Mode of Delivery).** There is one aerospace undergraduate degree offering in the same CIP within the UNC System, at NC State University. The program is offered on campus.
- 12. Potential for Unnecessary Duplication.** The BS in Aerospace Engineering at NC State is similar; however, the N.C. A&T program is broader and offers more experiential (through hands-on projects including design, manufacturing, and validation), and research opportunities and exposes students to interdisciplinary approaches.
- 13. Feasibility of Collaborative Program.** The establishment of BS in AAEN program will create opportunities for cross-college collaborations within N.C. A&T, such as the chemical and electrical/computer engineering, industrial and systems engineering, physics, and computer science departments. The program will also prepare students to be strong candidates for graduate programs in the UNC System, helping to expand graduate education in the state. Across the UNC System, multiple institutions offer graduate degrees that align with the BS in Aeronautical and Astronautical Engineering program, such as the MS in Mechanical or Ph.D. programs in Mechanical, Aerospace, and Electrical/Computer Engineering. These graduate programs are located at multiple universities, including the University of North Carolina at Charlotte, N.C. A&T, Duke University, which awards certificates in Aerospace Engineering, and NC State.
- 14. Other Considerations.** There are numerous public benefits of the BS in AAEN program that will be attractive to traditional, adult learners, midcareer changers, veterans, and nontraditional students looking to obtain a BS degree for greater engagement and civil defense of the United

States. North Carolina has a growing aerospace sector, with major companies such as Honda Aircraft, Lockheed Martin, General Dynamics, Northrop Grumman, General Electric, and Collins Aerospace operating in the state.

The AAEN program will help meet workforce demands by producing highly skilled engineers trained in both aeronautical and astronautical disciplines. A well-trained AAEN workforce will attract new aerospace companies and encourage the expansion of existing businesses, leading to job growth and economic development. Graduates will have the expertise to fill high-paying aerospace jobs, reducing brain drain and keeping talent within the state. Most importantly, the program will support national and state governments' missions (i.e., DoD, NASA, FAA, Homeland Security), and private space industries, contributing to national security, space exploration, and defense technology advancements.

III. Summary of Review Processes

- 1. Campus Review Process and Feedback.** The proposal was reviewed by departmental faculty, college faculty, the dean of the College of Engineering, the Office of Strategic Planning and Institutional Effectiveness, chief financial officer, provost, and chancellor.
- 2. UNC System Office Review Process and Feedback.** Throughout the review process, N.C. A&T provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

IV. Recommendation

Staff recommends that the Board approves North Carolina A&T State University's request to establish the Bachelor of Science (BS) in Aeronautical and Astronautical Engineering (CIP 14.0201) effective fall 2025.

**Request for Authorization to Establish
Bachelor of Science (BS) in Educational Studies
CIP 13.0901
North Carolina Agricultural and Technical State University**

I. Program Highlights

- North Carolina Agricultural and Technical State University (N.C. A&T) proposes the establishment of a Bachelor of Science (BS) in Educational Studies (EDST).
- EDST is designed to prepare graduates for graduate education, policy work, assessment, ed-tech, and other administrative careers in education. It is a non-licensure pathway into the field of education with concentrations designed to attract students with interdisciplinary interests that are applied to educational contexts.
- The BS in EDST has concentrations in Educational Policy and Leadership, and Educational Technology and Innovation. Each concentration area is designed to improve the human condition through a strong focus on advocacy, innovation, and research in critical areas in education. This directly aligns with the mission of N.C. A&T to advance the human condition and facilitate economic growth in North Carolina.
- Students in the EDST and Innovation concentration would be prepared for careers in the educational technology industry and in K-12 and higher education as instructional designers, curriculum developers, and support specialists. Students in the Educational Policy and Leadership concentration would be prepared to work in governmental and nongovernmental offices as research aides, policy analysts, and data and assessment staff in civic organizations and higher education institutions. All students in the major — irrespective of their chosen concentration — are prepared for career opportunities and graduate education that advances and supports the field of education outside of the realm of being a licensed classroom teacher.
- The projected enrollment in year five is 125 students.

II. Academic Program Planning Criteria (UNC Policy 400.1)

1. **Relation to Campus Distinctiveness and Mission.** The BS in EDST aligns with N.C. A&T's mission to "...prepare students to advance the human condition and facilitate economic growth in North Carolina and beyond by providing a preeminent educational experience through teaching, research, and scholarly application of knowledge." It aligns with N.C. A&T's strategic plan goals of transformative engagement where graduates participate in "cross-disciplinary engagement that leads to life-changing advances, improving social, economic, health and educational conditions," and leadership and innovation that creates "impactful solution-oriented thinkers and doers, fostering rich learning environments that stimulate intellectual and creative exchange with stakeholders." In addition, the curriculum and experiences support the UNC System's mission "to discover, create, transmit, and apply knowledge to address the needs of individuals and society." The EDST program also aligns with the N.C. A&T vision to be an "institution where high-achieving scholars are engaged in transformative teaching and learning, civic outreach, interdisciplinary research and innovative solutions to global challenges."
2. **Student Demand.** Currently there is no pathway for a student to obtain an education degree outside of the teacher licensure programs at N.C. A&T. This degree provides students the opportunity to engage in coursework and internships that prepare them for careers in education

that support K-12 teaching, such as educational policy, education assessment, educational technology, and educational research. This degree option is also attractive to adult learners, midcareer changers, veterans, and nontraditional learners looking to obtain a BS degree for greater engagement in civil service and public affairs in education.

Table 1. Other UNC System Enrolled for CIP 13.0101— Education, General

Institution	AY2018-19	AY2019-20	AY2020-21	AY2021-22	AY2022-23	AY2023-24
NC State	39	48	59	66	95	103

Table 2. Other UNC System Completions for Bachelor's Degrees, CIP 13.0101— Education, General

Institution	AY2018-19	AY2019-20	AY2020-21	AY2021-22	AY2022-23	AY2023-24
NC State	10	19	21	17	26	30

Table 3. IPEDS Peer Institutions Completions, Bachelor's, CIP 13.0101— Education, General

Institution	AY2018-19	AY2019-20	AY2020-21	AY2021-22	AY2022-23
The University of Texas at El Paso	0	0	0	202	269
University of Maine	1	0	1	2	10

3. **Employment Opportunities for Graduates.** Students graduating with a BS in EDST will receive a comprehensive and interdisciplinary education that leads to pathways into graduate school as well as careers in assessment, data analysis, and education policy organizations. For example, students concentrating on Educational Technology and Innovation will be prepared for careers in/as: 1. training and development managers; 2. instructional design specialists; 3. instructional technology specialists; and 4. curriculum developers in the education technology industry. Students concentrating on Educational Policy and Leadership will be prepared for careers in/as: 1. school district central office; 2. federal or state departments of education; 3. justice center policy analysts; 4. research aides or education policy analysts; and 5. educational manager for nonprofit/NGO.
4. **Impact on Access and Affordability.** The average first-time N.C. A&T student debt at graduation is \$19,147 and the average transfer student debt at graduation was \$15,531 for 2023 (Source N.C. A&T 2023 Performance Metrics Summary). The median salary for these positions in North Carolina is \$86,400 per year, which is below the national average of \$101,300 per year. Predicted growth between 2020 and 2030 ranges from +20.61 percent to +45.32 percent. Thus, the debt-to-earnings ratio for a student staying in North Carolina would be .22 for a first-time N.C. A&T student and .18 for a transfer student.
5. N.C. A&T is not requesting any program-specific fees or tuition differential for this program.

Full-Time 2025-26 Undergraduate Tuition and Fees per Year (In Dollars)

Category	Resident	Nonresident
Tuition	3,540	17,600
Tuition Differential	--	--

Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	3,152	3,152
Special Fees	--	--

- 6. Return on Investment.** N.C. A&T average time to degree is 4.8 years. Based on the tuition and fee figures referenced above, the total estimated in-state student expenditure for tuition and fees is \$32,121. There are no comparable undergraduate programs classified under CIP 13.0901 within the UNC System or among N.C. A&T's IPEDS peer institutions. Furthermore, income estimates for graduates of CIP 13.0901 programs five years post-graduation are currently unavailable.
- 7. Expected Quality.** The BS in EDST includes concentrations in Educational Policy and Leadership, and Educational Technology and Innovation. Each concentration area is designed to improve the human condition through a strong focus on advocacy, innovation, analysis, and research in critical areas in education. The keen focus on research with high quality of faculty community engagement with school and community partners in the EDST major provides pathways into careers in education such as those found in government, businesses, education research organizations and think tanks, and higher education institutions.
- 8. Faculty Quality and Number.** There are currently nine full-time faculty to support the delivery of coursework, supervision, recruitment, retention, and advisement of students. The faculty possess the appropriate academic degrees and are credentialed to teach in this program. The department has also initiated a search to fill a current vacancy in STEM education, with specialization in technology, for a fall 2025 hire. Additional hires will be made when enrollment targets are met.
- 9. Availability of Campus Resources (Library, Space, etc.).** N.C. A&T's Bluford library supports the university community by providing access to technologies, research tools, resources, and a learning environment that enriches the scholarship and creative activity of students, faculty, and staff. The library supports academic programs in the nine constituent academic colleges, covering 59 undergraduate, 35 master's, and 14 doctoral degree programs. Currently, the library boasts 36.8 million books including 20.2 million electronic books, 454 databases, 136,000 journals, 543,100 audio, videos, music, and multimedia. Librarians serve as liaisons to the various departments on campus and are available for research consultation, research instruction, and resource recommendations. There is a dedicated full-time library liaison to support the College of Education faculty's needs, in navigating and utilizing library resources for instruction and research.

10. Existing Programs (Number, Location, Mode of Delivery).

Education Studies BS degree offerings within the UNC System			
Location	Title	CIP Code	Mode
NC State	Applied Education Studies	13.0101	On Campus

- 11. Potential for Unnecessary Duplication.** There is one similar undergraduate program in the state; however, N.C. A&T's program is broader and offers additional concentration areas.
- 12. Feasibility of Collaborative Program.** One of the reviewers remarked that the greatest strength of this degree program is the collaborative opportunities for the UNC System schools. In addition to law schools, multiple institutions offer graduate degrees that align with the BS in EDST such as

the MA in Educational Innovation, Technology, and Entrepreneurship; MS of Library Science; MS in School Counseling, or Ph.D. programs in Culture, Curriculum, and Teacher Education; Ph.D. in Educational Studies; Ph.D. in Educational Policy and Ph.D. programs in education. These graduate programs are located at multiple universities including Appalachian State University, East Carolina University, N.C. A&T, North Carolina Central University, NC State University, University of North Carolina at Chapel Hill, University of North Carolina at Charlotte, and University of North Carolina at Greensboro, among others.

- 13. Other Considerations.** There are numerous public benefits of the EDST program. Degree programs that increase civic engagement and produce graduates with the knowledge and background to positively impact education in the state and nation are greatly needed. Currently, at the undergraduate level, most UNC System schools are only equipped to prepare licensed teachers in the field of education. Those seeking to impact education research, education policy, higher education student success, or educational technology must enter those fields through circuitous pathways that are not firmly grounded in the field of education. The public will benefit from a more skilled workforce in key positions in education that support public schooling and higher education.

III. Summary of Review Processes

- 1. Campus Review Process and Feedback.** The proposal was reviewed by the department, college, the N.C. A&T faculty senate, the dean of the College of Education, the Office of Strategic Planning and Institutional Effectiveness, provost, and chancellor.
- 2. UNC System Office Review Process and Feedback.** Throughout the review process, North Carolina Agricultural and Technical State University provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

IV. Recommendation

Staff recommend that the Board approve N.C. A&T's request to establish the Bachelor of Science in Educational Studies effective fall 2025.

**Request for Authorization to Establish
Master of Science (MS) in Global One Health
CIP 26.1305
NC State University**

I. Program Highlights

- NC State University proposes the establishment of a new 36-credit hour interdisciplinary MS in Global One Health that will be delivered on campus.
- It will focus on training the next generation of leaders to solve complex One Health challenges and to discover novel findings that address the world's most pressing problems.
- The proposed program supports the mission of NC State by taking interdisciplinary approaches to emerging issues connecting plant, animal, ecosystem, and human health.
- Students will have the option to pursue either the research thesis option, which is intended for students who plan to continue in a research-related field, or a non-thesis option for those who intend to enter the workforce immediately upon graduation.
- Graduates of the proposed MS in Global One Health will be equipped with the skills to translate One Health research into real-world action for societal benefit, thereby producing the next generation of interdisciplinary global health leaders and scholars.
- Forty-one full-time students are projected to be enrolled in the program in year five.

II. Academic Program Planning Criteria (UNC Policy 400.1)

1. **Relation to Campus Distinctiveness and Mission.** NC State is the only UNC System institution to provide graduate training in veterinary medicine and the top public institution for graduate programs in engineering, agricultural science, and natural resources management, all of which are critical to an integrated, One Health approach. The proposed MS in Global One Health will support NC State's mission by taking interdisciplinary approaches to emerging issues connecting plant, animal, ecosystem, and human health. Specifically, the proposed program supports several goals in NC State's Wolfpack 2030 Strategic Plan including Goal 1: Empower students for a lifetime of success and impact; Goal 2: Ensure preeminence in research, scholarship, innovation and collaboration; Goal 6: Lead in developing innovative partnerships, entrepreneurial thinking and applied problem solving; and Goal 7: Elevate the national and global reputation and visibility of NC State.
2. **Student Demand.** Student demand for the proposed MS in Global One Health is demonstrated in several ways. Launched in 2019, the NC State Global One Health minor had an initial enrollment of nine students from eight majors. To date, 112 students from 26 majors in seven colleges have graduated with a minor in Global One Health. In a survey of recent graduates of the minor, 50 percent of respondents currently enrolled in a graduate degree program stated they would have been interested or very interested in applying for a One Health degree at NC State had such a program existed. Additional student demand for Global One Health training is reflected in the tremendous interest in the one-year graduate fellowship in Global One Health offered by NC State's Global One Health Academy. Established in fall 2023, the Academy has received 147 applications for 10 spots from within NC State alone over the past two years. Further evidence of demand is the popularity of the interinstitutional course in One Health offered by NC State, University of North Carolina at Chapel Hill, and Duke University. Both UNC-Chapel Hill and Duke

enroll 10-20 students each fall, primarily at the master's level. In fall 2024, 16 students enrolled from NC State, representing a substantial increase over previous enrollment figures.

Table 1. Other UNC System Applied Admitted Enrolled for CIP 26.1305— Global One Health

Institution	Degree Level	Counts	AY22-23	AY23-24
NA	Master's	Enrolled	NA	NA

Table 2. Other UNC System Completions for Master's Degrees, CIP 26.1305— Global One Health

Institution	Degree Level	Counts	2022-2023	2023-2024
NA	Master's	Completions	NA	NA

Table 3. IPEDS Peer Institutions Completions for Master's Degrees, CIP 26.1305— Global One Health

Institution	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23
Troy University	NA	14	3	3	6

3. **Employment Opportunities for Graduates.** Global public health, of which One Health is an emerging part, makes substantial contributions to the North Carolina economy as documented in the 2022 report, [“The Global Health Sector’s Contributions to North Carolina’s Economy,”](#) produced by the North Carolina Global Health Alliance. The report estimates that this sector increases the North Carolina economy by \$31.9 billion, including directly employing around 56,000 people in well-paying jobs, with an average salary of \$108,800 for jobs directly in the global health sector. Much of the major economic activity in global health is driven by private, for-profit companies, including pharmaceutical development, biological manufacturing, and scientific research services. While the U.S. Bureau of Labor Statistics does not have One Health as a job category, related categories (epidemiologists, health sciences manager, health services manager) constitute four of the top 30 occupations for growth in demand (19-28 percent increase) and two of the top 10 occupations (U.S. Bureau of Labor Statistics, 2022).

Table 4. Median Wage for SOC Codes Cross-walked to CIP 26.1309 — Epidemiology

Degree Level	Educational Level Requirement	SOC Count	Median Wage
Master's	Master's degree	1	\$78,870

NB: the Bureau of Labor Statistics does not list One Health as a job category. No SOC code data was available at the master's level for CIP 26.1305. As a result, data for the crosswalk from a related job category was used.

Table 5. Estimated Employment for SOC Codes Cross-walked to CIP 26.1305 — Global One Health with a Matching Education Level Requirement

Education Level Requirement	Count of SOC Codes	2021	2030 Estimate	Net Change	Percent Change
Master's	39	79,898	92,773	12,875	16.1%

4. **Impact on Access and Affordability.** Although all of the required courses in the proposed MS in Global One Health will be offered through traditional, on-campus delivery, some of the elective courses may be offered online. One challenge in addressing affordability is the lack of similar

graduate programs either at NC State or other institutions. NC State's terminal masters-level degrees have an excellent debt-to-earnings ratio overall. The weighted averages for the most significant such degrees at NC State across four colleges (Agriculture and Life Sciences, Engineering, Management, Sciences) yield a debt-to-earnings ratio of 4.6 percent. It is anticipated that the proposed graduate program will have a similar ratio. The MS in Global One Health will require 36 credits at a cost of \$36,220 for a full-time, in-state student compared to both the University of North Carolina at Chapel Hill Master of Public Health (MPH; 42 hours; \$72,870) and East Carolina University's Master of Science in Environmental Health (MSEH; 45 hours; \$58,852).

5. NC State is requesting a tuition differential for the proposed MS in Global One Health.

Full-Time 2024-2025 M.S. Tuition and Fees per Year (In Dollars)

Category	Resident	Nonresident
Tuition	10,230.00	31,528.00
Tuition Differential	5,600.00	5,600.00
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	2,280.00	2,280.00
Special Fees	0.00	0.00

6. **Return on Investment.** Students who enroll in this program on a full-time basis will be expected to complete the degree in four full-time terms or two years. Using the above figures for tuition and fees, in-state student expenditures for tuition plus differential and fees equals \$36,220. Based on the related job category in Table 5, the North Carolina median income for this position five years from graduation is \$78,870.
7. **Expected Quality.** As part of the proposed MS in Global One Health, students will complete 10 credit hours of Global One Health core courses, four credits in research or experiential learning, 13 credit hours of additional coursework, research, or experiential learning, and nine credit hours of electives. Students will have the option to pursue either the thesis track or the non-thesis track. A maximum of six years will be allowed for completion of the program.

Among the admissions requirements are an undergraduate GPA of 3.0 or better and an undergraduate degree in any discipline from an accredited college or university. Once admitted to the program, students will be required to maintain an average GPA of 3.0.

8. **Faculty Quality and Number.** The proposed MS in Global One Health will have a core group of 10 faculty who are directly responsible for the direction and implementation of the program, including curriculum development and instruction of the core courses in Global One Health. In addition to the core faculty, the program will benefit from a broad group of faculty from across NC State as faculty advisors for students in the program. These faculty are engaged in research related to One Health and have demonstrated interest in engaging with interdisciplinary research, education, and engagement initiatives in the One Health realm.
9. **Relevant Lower-level and Cognate Programs.** Currently, there is one cognate program at the undergraduate level at NC State, which is the Global One Health minor. The proposed program will also draw upon multiple subject-matter field strengths at NC State, including but not limited

to ecology, design, engineering, environmental assessment, food safety, entomology, geospatial analytics, and entrepreneurship.

10. Availability of Campus Resources (Library, Space, etc.). The proposed program will make use of existing resources at NC State with minimal impact on infrastructure. The present library holdings are adequate and accessible for the proposed MS in Global One Health. Other institutional libraries are not expected to be used.

11. Existing Programs (Number, Location, Mode of Delivery). No institutions within the UNC System offer a degree program in Global One Health. Due to its interdisciplinary curriculum, the Master of Public Health (MPH) provides a similar degree for comparison. The MPH at UNC-Chapel Hill has 13 concentrations and is offered on-campus, off-site, and online. While many of their concentrations have themes that intersect with those of NC State's intended program, the foundational theory and goals of the training are fundamentally distinct.

The MPH offered by the University of North Carolina at Charlotte is offered on-campus only. The goal of the program is to train students who will improve the health and wellness of humans, both locally and globally. The MPH offered by Appalachian State University is offered on-campus and online. Consistent with its public health focus, the App State program centers on promoting and protecting health by preventing illness and injury in human populations. ECU's MPH and MSEH programs are both offered on-campus and online. The MPH program is housed in ECU's Brody School of Medicine. Given its medical school home and the fact that it is a public health degree, the focus is on reducing disease and improving health in human populations.

12. Potential for Unnecessary Duplication. The proposed MS in Global One Health will not duplicate any existing degree programs in the UNC System, though it is acknowledged that there are graduate programs within the UNC System where select course content may be viewed as similar or overlap.

13. Feasibility of Collaborative Program. The proposed MS in Global One Health will leverage existing strengths at NC State to create an interdisciplinary program that can provide fertile ground for collaborations with other programs, both within NC State and at other UNC System institutions. Specifically, the proposed program will complement existing programs at UNC-Chapel Hill and provide collaborative opportunities with UNC-Chapel Hill, UNC Charlotte, ECU, and other universities within and beyond North Carolina.

14. Other Considerations. None

III. **Summary of Review Processes**

1. Campus Review Process and Feedback. The proposal was reviewed by the NC State faculty (department and college committees), Administrative Board of the Graduate School (ABGS), Graduate Operations Council (GOC), Council of Deans, chief financial officer, provost, chancellor's cabinet, the chancellor, and the NC State board of trustees. 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

Staff recommend that the Board of Governors approve NC State University's request to establish the **Master of Science (MS) in Global One Health (CIP 26.1305)** effective fall 2026.

**Request for Authorization to Establish
Bachelor of Science (BS) in Cybersecurity
CIP 11.1003
University of North Carolina at Greensboro**

I. Program Highlights

- The University of North Carolina at Greensboro proposes the establishment of a BS in Cybersecurity.
- The program is designed to prepare students to address the growing societal and technical needs around information security and data privacy. Students will obtain the knowledge and skills essential in this growing industry to protect vulnerable organizations and critical infrastructure from cyberattacks. This establishment request elevates an existing concentration from another degree program to a full degree major. The cybersecurity concentration was launched in fall 2019; enrollment in the concentration has grown to 173 students for fall 2024, indicating sufficient demand for this concentration to move to a stand-alone degree program.
- The program addresses multiple UNC Greensboro goals, including access, affordability, efficiency, economic impact, and community engagement. The program will also address UNCG and the UNC System's mission to create new knowledge that addresses the needs of society while preparing graduates, including working adults, for in-demand careers vital to the future of both the Triad region and the state of North Carolina.
- The cybersecurity degree program will address a critical workforce need in the state and region. The program will align with the new Spartan Cyber Guardian Academy in the Bryan School of Business and Economics, funded by a \$1 million grant from Google's Cybersecurity Clinics Fund. The academy will train students to provide essential cybersecurity services, including auditing, training, and remediation, to nonprofit organizations, small businesses, and all entities within the Piedmont Triad region that lack resources or dedicated cybersecurity teams.
- Students will pursue careers as information security analysts, cybersecurity analysts, network security administrators, or compliance analysts that help protect an organization's computer networks and systems, monitor for security breaches, investigate incidents, and develop strategies to enhance security.
- The projected enrollment in year five increases to 158 full-time and 37 part-time from current enrollment in the concentration of 142 full-time and 33 part-time.

II. Academic Program Planning Criteria (UNC Policy 400.1)

1. **Relation to Campus Distinctiveness and Mission.** The program will prepare our students for successful careers and address the growing demand for cybersecurity professionals. The program, in conjunction with the Spartan Cyber Guardian Academy, will also help educate the broader community on cybersecurity awareness and address cybersecurity issues. The program also fosters research and innovation in the field of cybersecurity.
2. **Student Demand.** The existing concentration was launched in fall 2019; current enrollment has grown to 173 students in fall 2024, indicating strong demand for this degree program. This is consistent with broader national and regional trends of a growing demand for cybersecurity programs among students that is driven by high job demand and industry needs.

Table 1. Other UNC System Enrolled for CIP 11.1003— Computer and Information Systems Security/Auditing/Information Assurance

Institution	Degree Level	Counts	AY22-23	AY23-24
FSU	Bachelor's	Enrolled	5	78
UNCP	Bachelor's	Enrolled	3	42
UNCW*	Bachelor's	Enrolled	68	149

*Cybersecurity programs at these institutions began as concentrations under an IT CIP.

Table 2. Other UNC System Completions for Bachelor's Degrees, CIP 11.1003— Computer and Information Systems Security/Auditing/Information Assurance

Institution	Degree Level	Counts	2022-23	2023-24
UNCW	Bachelor's	Completions	1	9

Table 3. IPEDS Peer Institutions Completions for Bachelor's Degrees, CIP 11.1003— Computer and Information Systems Security/Auditing/Information Assurance

Institution	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23
Northern Arizona University	0	0	0	1	1
The University of Texas at San Antonio	199	268	355	356	398
University of Nevada-Las Vegas*	0	0	0	0	0

*UNLV offers but has not awarded the degree.

- 3. Employment Opportunities for Graduates.** According to CyberSeek, there are currently 36,048 people employed and 13,626 job openings in cybersecurity in North Carolina, indicating a significant need for more cybersecurity professionals. The Bureau of Labor Statistics reports that the nationwide average salary for information security analysts is \$120,360 and the job outlook over the next decade predicts 32 percent average annual job growth in these positions, which is much higher than the three percent job growth expected for all other positions. The average salary in North Carolina (\$128,720) and in the Greensboro/ High Point SMSA (\$124,530) are both higher than the national average.

Table 4. Median Wage for SOC Codes Cross-walked to CIP Code: 11.1003 - Computer and Information Systems Security/Auditing/Information Assurance

Degree Level	Educational Level Requirement	SOC Count	Median Wage
Bachelor's	Some College or Associate's Degree	1	\$70,050
Bachelor's	Bachelor's Degree	6	\$119,980

Table 5. Estimated Employment in North Carolina for SOC Codes Cross-walked to CIP Code: 11.1003 with a Matching Education Level Requirement

Education Level Requirement	Count of SOC Codes	2021	2030 Estimate	Net Change	Percent Change
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Bachelor's	6	42,402	49,696	7,294	17.20%
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- 4. Impact on Access and Affordability.** UNCG is ranked as North Carolina’s most affordable (net cost rank) university by the New York Times and recognized by the U.S. Department of Education for “excelling in access in success” with Pell-eligible students. The Bryan School has been the leader at UNCG in providing online programs and has the highest online enrollment of all academic units at UNCG. Online delivery makes it possible for nontraditional students to attend college.

UNC Greensboro is not requesting any program-specific fees or tuition differential for this program. Tuition and fees for the 2025-26 academic year full-time (12 + credit hour) rates are as follows:

Table 6. Full-Time 2025-26 Tuition and Fees per Year (In Dollars)

Category	Resident	Nonresident
Tuition	4,422	21,396
Tuition Differential	NA	NA
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	3,184	3,184
Special Fees	NA	NA

- 5. Return on Investment.** UNCG’s average time to degree is 4.4 years. Using the above figures for tuition and fees, in-state student expenditures for tuition and fees equal \$33,466. The median income for this position five years out from graduation is \$119,980.
- 6. Expected Quality.** The program is expected to deliver high-quality, career-ready graduates. The program requires 120 semester hours that include general education requirements, major requirements, and elective courses. The Bryan School of Business and Economics is accredited by the AACSB International, which ensures that the program meets a high standard of excellence in business education. The required business core ensures that students gain a solid foundation in business principles. The Bryan School provides various support services, including academic advising, career counseling, and professional development workshops. The required Bryan Blueprint series requires students to engage with industry professionals and develop career-ready skills. These resources help students navigate their academic journey and prepare for their future career. The department maintains an industry advisory board, and students have access to a network of alumni and industry professionals, which provides valuable connections and opportunities for mentorship, internships, and job placements.
- 7. Faculty Quality and Number.** In fall 2025, UNCG will have 15 full-time faculty positions in the information systems area. Thirteen of these positions are tenured and tenure-track positions. The department has focused on replacement searches to hire in cybersecurity over the last several years due to the growing demand. As a result, four of the existing faculty have an academic concentration in cybersecurity. In addition, three of the long-serving senior faculty have migrated their interests over time to both teach and do research in cybersecurity and privacy areas.

The department is the first university in the state of North Carolina to receive \$1 million in grant funding and wraparound support from Google’s Cybersecurity Clinics Fund. The grant will establish the Spartan Cyber Guardian Academy — a cybersecurity clinic at UNCG — that will train high school, community college, and four-year college students to assist small business and nonprofit institutions with their cybersecurity needs. This recognition indicates the quality of the department faculty in the cybersecurity area. From 2019 to 2024, the department faculty published 83 peer-reviewed journal articles with many being in the leading journals in information systems. Four of the senior faculty serve in a total of eight editorial positions, which indicates their reputation as scholars in the discipline.

8. **Relevant Lower-level and Cognate Programs.** The program is designed to build upon existing expertise and specializations at the lower academic levels. It incorporates foundational business courses that are part of lower-level degree requirements. These requirements align with those required for associate degree programs from North Carolina community colleges, which facilitate transfer and continuing students' enrollment. The courses provide students with a strong business background essential for the cybersecurity degree. The curriculum is structured to introduce more advanced and specialized topics as students progress through the program. Students begin with fundamental courses in information systems and cybersecurity before moving on to more complex subjects such as network security, ethical hacking, and cybersecurity policy. The program emphasizes practical, hands-on learning experiences that build on the technical skills acquired in lower-level programs.
9. **Availability of Campus Resources (Library, Space, etc.).** The existing space and infrastructure are sufficient to support the program.
10. **Existing Programs (Number, Location, Mode of Delivery).** There are two other BS in Cybersecurity programs within UNC System business schools: Appalachian State University and University of North Carolina Wilmington. Like UNCG Bryan School of Business and Economics, both institutions created a cybersecurity concentration in an existing degree program prior to creating a separate degree program. Both had a similar experience of increasing student demand and employer demand that led to moving the concentration to a degree. Fayetteville State University and University of North Carolina at Pembroke both have BS in Cybersecurity degree programs that reside in departments of math and computer science yet are in the same CIP as this degree program proposal. The College of Engineering and Technology at East Carolina University offers the BS in Information & Cybersecurity Technology. The degree programs offered at App State and ECU reside in a different CIP and are not reported in the tables included in this document.

Table 7. Snapshot of existing cybersecurity degree programs across the UNC System

Institution (Prog Est Date)	Department	CIP 11.1003	CIP 11.0103	Delivery Mode
UNCG	Business	x		Campus
ASU* (5/23/24)	Business	x		Campus/Hickory
UNCW (7/22/21)	Business	x		Campus
FSU (7/20/22)	Math/Comp Sci	x		Campus/Online

UNCP (6/23/22)	Math/Comp Sci	x		Campus/Online
ECU**	Cybersecurity Technology		x	Campus/Online

*This degree program was approved for fall 2024. **This is a PKH degree program.

11. Potential for Unnecessary Duplication. The proposed degree program, like those at App State and UNC Wilmington, is in the business school. While those programs bear resemblance to the UNCG program, there is geographic distance across the programs, with the UNCG program being the only program to serve the Piedmont Triad region (our primary service region). In addition, there are differences across these campuses in the type of students served. The business school programs are not the same as programs that have a core in engineering and/or computer science and are not intended to be. These programs are not competitors but serve a different market and different needs within the UNC System.

Of these other programs, only one has an online option. That online degree is at FSU and is housed in the Math and Computer Science department. The degree is different from a business-focused degree. By contrast, UNCG has both an on-campus and online option and the only fully online business school-based cybersecurity program. The online program provides access to those nontraditional students and some college, no degree students who are unable to make a traditional on-campus program work due to work commitments, family commitments, or their location.

12. Feasibility of Collaborative Program. Students at other campuses, especially those in the business school programs, may take UNCG's online courses as needed to help them stay on track to graduate. There are likely meaningful opportunities for collaborations, especially through potential research and funding opportunities across the programs and faculty. Those options will be explored going forward, including with those programs outside of the business schools where there seem to be some significant opportunities to combine our different areas of focus and expertise in research and especially funded research. As a part of the newly inaugurated Spartan Cyber Guardian Academy, there will be collaborations with institutions in North Carolina to hold biennial workshops and colloquiums to have discussions on cybersecurity topics. These events will provide opportunities to upskill UNCG faculty and students and share best practices in running cybersecurity programs across North Carolina.

III. Summary of Review Processes

- 1. Campus Review Process and Feedback.** The program has been reviewed and approved at the following internal levels: the Office of Assessment, Accreditation, and Academic Program Planning; Management Department Curriculum Committee; Management Department head; Bryan School Undergraduate Program Committee; Bryan School associate dean; and the UNCG Undergraduate Curriculum Committee.
- 2. UNC System Office Review Process and Feedback.** Throughout the review process, UNCG provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

IV. **Recommendation**

Staff recommends that the Board approves University of North Carolina at Greensboro's request to establish the Bachelor of Science (BS) in Cybersecurity (CIP 11.1003) effective fall 2025.

**Request for Authorization to Establish
Bachelor of Science (BS) Degree in Human Resource Management
CIP 52.1001
University of North Carolina at Greensboro**

I. Program Highlights

- The University of North Carolina at Greensboro proposes the establishment of a BS in Human Resource Management.
- UNC Greensboro will elevate the current concentration in Human Resource Management to a stand-alone degree. The program provides comprehensive skill development in human resource management and to meet the growing demand for skilled human resource professionals. The degree will provide students with an understanding of key human resource (HR) functions such as recruitment, training and development, compensation and benefits, employee relations, and compliance with labor laws. This program is aligned with the Society for Human Resource Management (SHRM) human resource curriculum guidelines for undergraduate programs.
- The degree program supports the missions of both UNCG and the UNC System — to create new knowledge that addresses the needs of society and prepares graduates, including working adults, for careers that are in demand and vital to the future of the Triad region and the state of North Carolina. This is especially true for working adult students seeking flexible, career-aligned educational opportunities.
- The degree will support the economic development goals of the Triad region and the state of North Carolina. The employment of HR specialists and managers is projected to grow faster than average for other occupations based on Bureau of Labor Statistics projections. Having a full degree in Human Resource Management, rather than listed as a concentration, will help these students stand out in the labor market.
- Graduates will pursue careers in Human Resource Management. The North Carolina Department of Commerce's NCCareers.org provides ratings for different occupations, and both the HR specialists and HR managers are rated as five-star occupations. The HR specialist occupational category is given "Very Strong Opportunity" in terms of job growth with 2,987 average annual job openings in North Carolina, and the HR Manager occupational category is given a "Strong Opportunity" rating for average annual job openings of 568. The job openings in the HR specialist occupational category rank it as the sixth highest occupation in terms of projected average annual job growth among jobs that require a bachelor's degree in North Carolina. The HR occupation is one where there is demonstrated future demand for those with a bachelor's degree.
- Five-year enrollments: The project enrollment in five years is 147 full-time and 50 part-time.

II. Academic Program Planning Criteria (UNC Policy 400.1)

1. Relation to Campus Distinctiveness and Mission.

The degree program supports the missions of both UNCG and the UNC System — to create new knowledge that addresses the needs of society and prepares graduates, including working adults, for careers that are in demand and vital to the future of the Triad region and the state of North Carolina. HR management is an in-demand area with projected employment growth in the state and region. UNCG students have already demonstrated interest in the degree program through the strong enrollment growth in the concentration. Having the degree available as a 100 percent

online degree program will help UNCG meet their goals of accessibility and provide education opportunities for nontraditional students, including those with some college but no degree.

2. Student Demand.

This request is converting an existing concentration within the Bryan School of Business and Economics into a full, stand-alone degree program. The enrollment in the concentration is listed in the table below. Between fall 2020 and fall 2022, enrollment in the HR Management concentration declined from 103 to 74 students. However, by fall 2024, the headcount had rebounded to 171 students, marking a significant upswing in interest and recovery from effects of the pandemic. The addition of online delivery in fall 2024, coupled with the departmental alignment of the program's curriculum with the SHRM curriculum guidelines, has resulted in an increase in demand, especially among online and nontraditional students.

Human Resource Management Concentration Enrollment Headcount				
Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
103	101	74	102	171

Table 1. Other UNC System Enrolled for CIP 52.1001— Human Resources Management, Bachelor's

Institution	AY2018-19	AY2019-20	AY2020-21	AY2021-22	AY2022-23	AY2023-24
UNC-CH	232	223	246	260	330	360

Table 2. Other UNC System Completions for Bachelor's CIP 52.1001— Human Resources Management

Institution	AY2018-19	AY2019-20	AY2020-21	AY2021-22	AY2022-23	AY2023-24
UNC-CH	88	82	87	81	95	115

Table 3. IPEDS Peer Institutions Completions for Bachelor's Degrees, CIP 52.1001— Human Resources Management

Institution	AY2018-19	AY2019-20	AY2020-21	AY2021-22	AY2022-23
Portland State University	148	134	161	125	122
The University of Texas at San Antonio	32	15	2	0	0

3. Employment Opportunities for Graduates.

The employment of HR specialists and managers is projected to grow faster than average for other occupations. The current labor market outlook from the Bureau of Labor Statistics for the entry-level HR specialist position indicates that annual job growth will be above average at 6 percent per year, with over 50,000 new jobs in the next decade. Nationwide, the annual median salary is \$67,650, which is just over 40 percent more than the median wage for all occupations. The annual median salary in the Greensboro-High Point SMSA is \$65,960; for North Carolina, it is \$73,010. For more advanced HR manager positions requiring a bachelor's degree and work experience, there are 15,500 new openings projected over the next decade. The annual median salary in the Greensboro-High Point SMSA is \$129,500; for North Carolina it is \$141,540 and nationwide it is

\$136,500. Having a degree in HR Management rather than a listed concentration will help these students stand out in the labor market. The UNC System return on investment (ROI) dashboard reports Business, Management, Marketing, and Related Support Services, which contains the human resources management area, as among the top 10 highest ROI programs at UNCG with a \$22.18 increase in incremental lifetime earnings per incremental state appropriation dollar for the 2020-21 academic year and similar dollar values for the two prior years.

Table 4. Median Wage for SOC Codes Cross-walked to CIP Code: 52.1001 - Human Resources Management

Degree Level	Educational Level Requirement	SOC Count	Median Wage
Bachelor's	Some College or Associate's Degree	1	\$38,180
Bachelor's	Bachelor's Degree	8	\$60,360

Table 5. Estimated Employment in North Carolina for SOC Codes Cross-walked to CIP Code: 52.1001 with a Matching Education Level Requirement

Education Level Requirement	Count of SOC Codes	2021	2030 Estimate	Net Change	Percent Change
Bachelor's Degree	8	57,708	64,559	6,851	11.9%

4. Impact on Access and Affordability.

UNCG is ranked as North Carolina's most affordable (net cost rank) university by the New York Times and recognized by the U.S. Department of Education for "excelling in access in success" with Pell-eligible students. The Bryan School has been the leader at UNCG in providing online programs and offering the most programs and has the highest online enrollment of all academic units at UNCG. Online delivery makes it possible for nontraditional students to attend college. UNCG is not requesting any program-specific fees or tuition differential for this program. Tuition and fees for the academic year full-time (12 + credit hours) rates are as follows:

Full-Time 2025-26 Undergraduate Tuition and Fees per Year (In Dollars)

Category	Resident	Nonresident
Tuition	4,422	21,396
Tuition Differential	NA	NA
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	3,184	3,184
Special Fees	NA	NA

5. Return on Investment.

UNC Greensboro's average time to degree is 4.5 years. Using the above figures for tuition and fees, in-state student expenditures for tuition and fees equal \$33,466. The median income for this position five years out from graduation is \$60,360.

6. Expected Quality.

The program is expected to prepare graduates who are ready to enter the workforce as entry-level human resource professionals. The BS in HR Management requires 120 credit hours,

including general education requirements, major requirements, and elective courses. The degree meets the requirements to be aligned with the SHRM curriculum guidelines. The required business core ensures that students gain a solid foundation in business principles. The Bryan School is accredited by AACSB International, which ensures that the program meets high standards of excellence in business education. The Bryan School provides various support services, including academic advising, career counseling, and professional development workshops. The required Bryan Blueprint series requires students to engage with industry professionals and develop career-ready skills. These resources help students navigate their academic journey and prepare for their future careers.

7. Faculty Quality and Number.

The Department of Management has 17 tenured and tenure-track faculty and four full-time professional-track faculty, including eight faculty that specialize in organizational behavior and/or HR management. The department hired one additional assistant professor in the HR management area to start fall 2025.

In the five-year period 2019 to 2024, the faculty in the Department of Management published 170 peer-reviewed journal articles, with roughly 20 percent of these papers being published in journals recognized as the leading journals in the discipline. Two department faculty members were among the top two percent most-cited researchers around the world, according to the 2023 Stanford-Elsevier List. The faculty members have been recognized with Fulbright Awards and multiple best paper awards from the Academy of Management. Department faculty serve in a combined 38 journal editorial positions, including leading journals in HR Management such as Human Relations, Journal of Vocational Behavior, Human Resource Development Quarterly, Human Resource Management, and the International Journal of Human Resource Management.

8. Relevant Lower-level and Cognate Programs.

The program includes foundational courses in business and management that are common in lower-level academic programs. These courses ensure that students have a solid understanding of basic business principles before advancing to specialized HR topics. The curriculum is designed to gradually introduce more complex and specialized topics as students progress through the program.

9. Availability of Campus Resources (library, space, etc.).

Existing library resources are sufficient to support the program. No additional space is needed.

10. Existing Programs (Number, Location, Mode of Delivery).

The only institution we can find that offers a degree program with the 52.1001 HR Management/Personnel Administration, General CIP code is the BA in Human and Organizational Leadership Development offered by the School of Education at University of North Carolina at Chapel Hill. That particular degree program is offered only on campus and has a focus on educational leadership. Appalachian State University, East Carolina University, University of North Carolina Wilmington, North Carolina Central University, and NC State University all offer a HR management concentration in another degree program within their business schools. App State offers that concentration 100 percent online, and ECU offers that concentration through an online degree-completion program.

11. Potential for Unnecessary Duplication.

The only degree program offered in the system is a BA in Human and Organizational Leadership Development in the School of Education at UNC-Chapel Hill focused more on educational leaders. This program would be the first degree program in HR Management offered in the UNC System. To the extent that the concentrations at other system business schools are similar, there would be no unnecessary duplication because we already have a large human resources concentration that has been growing without having a negative impact on other programs in the system.

12. Feasibility of Collaborative Program.

UNCG faculty regularly interact with those within their own disciplines at other system schools through professional organizations. Beyond frequent and meaningful exchange of information UNCG does not see a need for further collaboration in terms of academic programming but would welcome opportunities presented from other schools in the UNC System.

III. Summary of Review Processes

1. Campus Review Process and Feedback.

The program has been reviewed and approved at the following internal levels: the Office of Assessment, Accreditation, and Academic Program Planning; Management Department Curriculum Committee; Management Department head; Bryan School Undergraduate Program Committee; Bryan School associate dean; and the UNCG Undergraduate Curriculum Committee.

2. UNC System Office Review Process and Feedback. Throughout the review process, the University of North Carolina at Greensboro provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

IV. Recommendation

Staff recommends that the Board approves University of North Carolina at Greensboro's request to establish the Bachelor of Science (BS) in Human Resources Management (CIP 52.1001) effective fall 2025.

**Request for Authorization to Establish
Bachelor of Science (BS) in Public Policy and Administration
CIP 44.0501
University of North Carolina Wilmington**

I. Program Highlights

- The University of North Carolina Wilmington proposes the establishment of a BS in Public Policy and Administration.
- The decision to form a BS in Public Policy and Administration in the Department of Public and International Affairs (PIA) at UNC Wilmington is primarily driven by the desire to provide a growing undergraduate student body with new programs that employ more analytical and applied skills and tools that would enable our students to better succeed in the broad expanse of public, civic, and nonprofit affairs occupations and professions. Due in part to growing graduate programs in the department, the unit possesses the academic backgrounds to offer incoming undergraduate students a wider variety of course options than are currently offered within our BA program in Political Science. Also, the new degree program will incorporate areas of expertise and competencies present within other academic units at UNCW to provide students with additional perspectives and instruction in marketable analytical and applied skills.
- The establishment of a degree program in Public Policy and Administration directly addresses the core mission of the UNC System. Recent updates to the UNCW strategic plan have focused on several aspects of interdisciplinarity, and we believe that a new baccalaureate degree in Public Policy and Administration with its rigorous curriculum would further UNCW's intent to foster a rich and interdisciplinary student experience through teaching excellence.
- As articulated above, this program will provide students with core knowledge and enhanced analytical skills important for future workers in many areas of public and nonprofit service as well as the private sector. More than most academic programs within the UNC System, this degree program will also instruct and educate future leaders in the spirit of the *Foundations of American Democracy* initiative beyond the current three credit hour requirement that has been under development for the past two years.
- Students will be prepared for employment in various public, nonprofit, and for-profit agencies and firms. Graduates of this program will engage in rigorous and meaningful work as managers, management analysts, budget analysts, policy analysts, research technicians, city and regional planners, legislative aides, lobbyists, and consultants, among other occupations. Students will also be well prepared to enroll in various postgraduate degree programs upon completion of this degree.
- Projected enrollment in year five is 156 full-time, on-campus students.

II. Academic Program Planning Criteria (UNC Policy 400.1)

1. **Relation to Campus Distinctiveness and Mission.** The proposed program provides a new and unique academic opportunity for UNCW students. Students will receive rigorous instruction across several fields and disciplines. The coursework will be provided by several UNCW academic units, providing support to the UNCW mission to incorporate interdisciplinary approaches in the provision of instruction to students as well as the overall utilization of existing faculty expertise.
2. **Student Demand.** Based on their external labor market demand analysis provided to UNCW for this program, Hanover Research stated that "After reviewing the student and labor market

demand and competitive landscape, Hanover is recommending that you move forward with the bachelor's in public policy and administration." In their analysis, Hanover Research highlighted the positive labor market demand for this degree program in North Carolina and the Southeast United States, the stability of that demand, and the example of the success of the University of North Carolina at Chapel Hill program as showing great promise for this program.

Institutions that offer both political science and public policy/administration degrees have conferral growth rates/declines that are nearly identical to the average for each program, indicating that political science programs do not appear to be adversely affected by also offering a public policy/public administration degree(s) — that is, public policy programs do not appear to be cannibalizing political science programs. Additionally, during the UNC System comment review process, NC State University offered the following, "NC State has more demand than we can meet. While we don't have a program in public policy per se, this program proposal and the faculty leading it are well-positioned to provide students with-in demand skills in public affairs analysis." Public policy degrees have seen above average growth over the last five years in North Carolina, the Southwest, and across the United States.

Table 1. Other UNC System Enrolled for CIP 44.0501—Public Policy Analysis, General

Institution	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
UNC-CH	469	497	521	470	468	512

Table 2. Other UNC System Completions for Bachelor's Degrees, CIP 44.0501—Public Policy Analysis

Institution	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
UNC-CH	173	168	186	166	157	159

Table 3. IPEDS Peer Institutions Completions for Bachelor's Degrees, CIP 44.0501—Public Policy Analysis, General

Institution	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23
University of Rhode Island	33	26	20	41	28
Western Washington University	0	0	0	0	0
William & Mary	48	54	52	52	48

- 3. Employment Opportunities for Graduates.** As articulated above, graduates of this program will engage in rigorous and meaningful work as public managers, management analysts, budget analysts, policy analysts, research technicians, city and regional planners, legislative aides, lobbyists, and consultants, among other occupations.

Table 4. Median Wage in North Carolina for SOC Codes Cross-walked to CIP 44.0501—Public Policy Analysis, General

Degree Level	Educational Level Requirement	SOC Count	Median Wage
Bachelor's	Bachelor's Degree	1	\$48,870

Table 5. Estimated Employment in North Carolina for SOC Codes Cross-walked to 44.0501—Public Policy Analysis, General with a Matching Education Level Requirement

Education Level Requirement	Count of SOC Codes	2021	2030 Estimate	Net Change	Percent Change
Bachelor's	1	2,717	2,980	263	9.70%

4. **Impact on Access and Affordability.** UNCW is not requesting any program-specific fees or tuition differential for this program. In that respect, this program will be no different from other system programs with respect to prospective student debt issues. Tuition and fees for the full-time (12+/9+ credit hour) rates are as follows:

Full-Time 2025-26 Undergraduate Tuition and Fees per Year (In Dollars)

Category	Resident	Nonresident
Tuition	\$4,443	\$22,597
Tuition Differential	None	None
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	\$2,824	\$2,824
Special Fees	None	None

5. **Return on Investment.** UNCW's average time to degree is 4.0 years. Using the above figures for tuition and fees, in-state student expenditures for tuition and fees equal \$29,064. The median income for this position five years out from graduation is \$48,870.
6. **Expected Quality.** By employing a diverse faculty within the Department of Public and International Affairs and from several other departments across our university, we will offer a high quality and rigorous public policy and administration degree with a solid core in public policy and administration as well as concentrations in federalism, nonprofit management and policy, economic development, and environmental policy. Students are required to demonstrate advanced analytical abilities by enrolling in advanced skill-based courses beyond their general requirements in the areas of math, statistics, economics, research design and analysis, computer science, and/or geographic information systems.
7. **Faculty Quality and Number.** Twelve faculty members from the Department of Public and International Affairs with graduate degrees from several fields and disciplines (Public Policy, Public Administration, Public Affairs, Environmental Science, Geography, Political Science, and Urban Planning) will be involved in the academic core and concentration instruction of program students. Additionally, several members from the departments of Computer Science, Earth and Ocean Sciences, Economics and Finance, English, and Mathematics and Statistics will provide instruction in the skill-based elective courses that the students will take as part of their requirements.
8. **Relevant Lower-level and Cognate Programs.** This degree is designed to utilize existing courses from the primary department of administration — Public and International Affairs — along with key courses that focus on various analytical skills from other departments: Computer Science,

Economics and Finance, English, Earth and Ocean Sciences, and Mathematics and Statistics. All of these departments have enthusiastically agreed to participate in this program.

9. **Availability of Campus Resources (Library, Space, etc.).** Existing space and resources located at UNCW will enable this program to succeed.
10. **Existing Programs (Number, Location, Mode of Delivery).** Currently, the only other Public Policy undergraduate program in the UNC System is UNC-Chapel Hill, which has a BA in Public Policy (CIP 44.0501).
11. **Potential for Unnecessary Duplication.** UNC-Chapel Hill is the only institution currently offering a degree (BA) in Public Policy (CIP 44.0501). It is offered on campus. There are no programs in the UNC System that offer the program in an online, distance, or off-campus format. Therefore, there is no concern related to program duplication.
12. **Feasibility of Collaborative Program.** This degree is located for on-campus delivery at UNCW. Student transfers to UNCW will have appropriate coursework accepted into the program. UNCW welcomes further collaboration with other campuses as appropriate.

III. **Summary of Review Processes**

1. **Campus Review Process and Feedback.** This program was reviewed by relevant deans, associate deans, associate provosts, and the provost at UNCW before it was rigorously evaluated and approved by the UNCW College of Arts and Sciences Curriculum Committee and the UNCW Faculty Senate.
2. **UNC System Office Review Process and Feedback.** Throughout the review process, the University of North Carolina Wilmington provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

IV. **Recommendation**

Staff recommends that the Board approves the University of North Carolina Wilmington's request to establish the Bachelor of Science (BS) in Public Policy and Administration (CIP 44.0501) effective fall 2026.

**Request for Authorization to Establish
Bachelor of Science in Mechanical Engineering (BSME)
CIP 14.1901
Western Carolina University**

I. Program Highlights

- Western Carolina University proposes the establishment of a Bachelor of Science in Mechanical Engineering (BSME).
- The content of the proposed program has been offered at WCU as a concentration, nested within a Bachelor of Science (BS) in Engineering degree, and currently enrolls 211 students. The aim of the proposed program is to create a stand-alone degree that more transparently showcases students' mechanical engineering focus and can be accredited by ABET using the Mechanical Engineering program-specific criteria. The stand-alone degree program would be more recognizable for prospective students as well as employers. It would also provide a straightforward professional engineering licensure pathway for program graduates.
- The proposed program directly supports many aspects of WCU's strategic plan, including the provision of experiential learning as well as the creation of societal and global impacts including: Goal 1.1: Deliver high-quality programs that prepare students for career fields, 1.1.2: Pursue opportunities for new/revised academic programs; and Goal 4.1: Be the leader in workforce growth and development in Western North Carolina, 4.1.1: Increase the number of graduates in growth sectors, including engineering.
- The proposed program will provide homegrown talent and technical expertise for enabling business and industry to thrive and will encourage economic development that might not otherwise occur.
- Graduates with a BSME degree will have direct employment opportunities in the engineering sector and allied occupations. The Bureau of Labor Statistics projects a seven percent increase in employment in this field by 2033, with a slightly higher increase of 11 percent for bachelor's-level mechanical engineers, specifically.
- WCU is targeting substantial enrollment growth for this program, expanding from 200 to 500 total students over the next five years. WCU's recurring apportionment of \$3.5 million allocated for engineering expansion in Session Law 2023-134 (HB 259) will be the source of funding for the initial investment in the proposed BSME program.

II. Academic Program Planning Criteria (UNC Policy 400.1)

1. Relation to Campus Distinctiveness and Mission.

WCU has a robust engineering program, and outside of the mechatronics program at University of North Carolina Asheville, is the only source of engineering education in North Carolina west of Charlotte. Our programs currently include electrical engineering, electrical and computer engineering technology, and engineering technology, as well as a general engineering program with concentrations in robotics and automation, civil engineering, and mechanical engineering. In addition to planning a new engineering education facility, building out the mechanical engineering focus area as a stand-alone BSME degree is the first step toward expansion of engineering education at WCU. The new program will continue to focus on the institution's mission of academic excellence, affordability, and access. The existing programs emphasize the engagement of students both inside and outside the classroom, focusing on project-based learning and

partnerships with companies that provide real-world, hands-on experiences for students. With the support of the recurring apportionment for engineering expansion, NC Promise tuition, and the location in the westernmost part of the state, this program will provide affordable opportunities for students in the region to pursue mechanical engineering.

2. Student Demand.

A study of enrollments at other UNC System institutions and conversations with their leadership suggest that programs across the state may be at capacity. WCU's proposed BSME program would provide an opportunity for in-state enrollment for qualified North Carolina resident students who may not be accepted at enrollment-constrained institutions with competitive admissions. Additionally, WCU offers students a location, environment, and hands-on focus that is an alternative to large and urban institutions. Furthermore, WCU's existing concentration in mechanical engineering serves as an indicator of demand. In the last 10 years, enrollment in the concentration has more than doubled from about 90 students in 2015 to 211 students in 2025.

Table 1. Other UNC System Enrolled for CIP 14.1901— Mechanical Engineering, Bachelor's degrees

Institution	AY2018-19	AY2019-20	AY2020-21	AY2021-22	AY2022-23	AY2023-24
N.C. A&T	428	411	439	451	422	427
NC State	988	1,016	1,012	1,004	1,037	1,116
UNCC	1,133	1,091	1,147	1,182	1,181	1,221

Table 2. Other UNC System Completions for CIP 14.1901— Mechanical Engineering, Bachelor's degrees

Institution	AY2018-19	AY2019-20	AY2020-21	AY2021-22	AY2022-23	AY2023-24
N.C. A&T	75	67	95	82	79	81
NC State	230	288	285	249	250	290
UNCC	211	198	213	175	213	197

Table 3. IPEDS Peer Institutions Completions for CIP 14.1901— Mechanical Engineering, Bachelor's degrees

Institution	AY2018-19	AY2019-20	AY2020-21	AY2021-22	AY2022-23
Central Washington University	0	0	0	0	0
Eastern Washington University	63	70	77	50	38
St. Cloud State University	52	42	36	34	32
The University of Tennessee- Chattanooga	64	70	65	54	51
University of Central Oklahoma	35	29	29	24	28
University of Colorado, Colorado Springs	90	119	96	80	86
University of North Florida	70	66	76	67	60
Western Illinois University	6	14	10	13	17
Western Kentucky University	50	50	50	46	33

3. Employment Opportunities for Graduates.

Graduates from the proposed BSME program will have direct employment opportunities in the mechanical engineering sector and allied occupations. According to the Bureau of Labor Statistics, industries with the highest concentration of employment include engine, turbine, and power transmission equipment manufacturing; machinery manufacturing; architectural, engineering and related services; and metalworking machinery manufacturing. The NC Department of Commerce projects an annual demand of 700 bachelor's-level mechanical engineers through 2030 with 50 of those in the Western North Carolina subzone counties. JobsEQ projects that after accounting for the known talent pipeline, there will be an annual *deficit* of 80 mechanical engineers in North Carolina and 93 within a three-hour drive time of WCU for the next 10 years. Lastly, there were over 1,500 job advertisements for BS-level mechanical engineering positions in North Carolina in the last year and over 2,700 postings within a three-hour drive time of WCU.

Table 4. Median Wage for SOC Codes Cross-walked to CIP 14.1901— Mechanical Engineering, Bachelor's degrees

Degree Level	Educational Level Requirement	SOC Count	Median Wage
Bachelor's	Bachelor's Degree	4	\$79,570

Table 5. Estimated Employment in North Carolina for SOC Codes Cross-walked to CIP Code: 14.1901 with a Matching Education Level Requirement

Education Level Requirement	Count of SOC Codes	2021	2030 Estimate	Net Change	Percent Change
Bachelor's Degree	4	21,538	23,393	1,855	8.6%

4. Impact on Access and Affordability.

Students enrolled in the proposed BSME will benefit from having their focus on mechanical engineering more transparently displayed on their transcript. Employers will also more easily recognize students' study of mechanical engineering concepts if their degree explicitly states a degree in mechanical engineering rather than a degree in a general engineering program.

Western Carolina University is not requesting any new program-specific fees or tuition differential for this program. The existing concentration has a program fee of \$100 per student per semester, and this same rate would be implemented for the proposed program. For a first-time, full-time student enrolled in the program, the total program fees would be \$800, assuming a four-year graduation rate.

Tuition and fees for 2025-26 full-time (12+ credit hour) are as follows:

Full-Time 2025-26 Undergraduate Tuition and Fees per Year (dollars)

Category	Resident	Nonresident
Tuition	1,000	5,000
Tuition Differential	--	--
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	3,199	3,199
Special Fees	200	200

5. Return on Investment.

Western Carolina's average time to degree is 4.4 years. Using the above figures for tuition and fees, in-state student expenditures for tuition and fees equal \$31,658. The median income for this position five years out from graduation is \$79,570.

6. Expected Quality.

The proposed BSME program will utilize the established student learning outcomes from ABET. The initial ABET review using the Mechanical Engineering program specific criteria will occur in the year after the first term that students graduate from the program. Several current students enrolled in the existing mechanical engineering concentration of the general engineering degree are anticipated to transition to the proposed program immediately after it is established, which could result in graduates as early as December 2025. This timeline would allow for an initial ABET accreditation in the 2026-27 cycle. Since the proposed program so closely aligns with the existing concentration, which is ABET accredited, the proposed program will be well positioned to receive ABET accreditation.

7. Faculty Quality and Number.

Currently there are 14 faculty members who support the mechanical engineering concentration who would transition to support the proposed BSME program. This includes one fixed-term assistant professor of practice, seven assistant professors, two associate professors, three professors, and one distinguished professor. Given the intention to expand enrollment, WCU anticipates hiring additional faculty and support staff over the next four to five years including five tenure/tenure-track faculty, one fixed-term faculty, a lab manager, an administrative support associate, and an academic advisor. All current faculty in the program have terminal degrees, and that would be a requirement for future tenure/tenure-track candidates as well. The minimum criterion for fixed-term faculty and the lab manager position is a master's degree. Having well-qualified faculty, many with industry experience, serves students by providing a robust and rigorous educational foundation with real-life, hands-on applications.

8. Relevant Lower-level and Cognate Programs.

The School of Engineering and Technology, in which the proposed BSME program would be housed, recently developed an "Engineering Discovery Program," which is a holistic support program for engineering students at the earliest stages of their academic career. The suite of first-year engineering courses and academic advising aims to provide support structures and build community for engineering students. Additionally, like most engineering programs, there is a heavy reliance on foundational math and physics courses. The proposed BSME program will benefit from strong relationships between the College of Engineering and Technology and the College of Arts and Sciences as the engineering faculty collaborate with the math and physics faculty to strategically support anticipated enrollment growth. A portion of legislative funding

allocated for engineering expansion at WCU will be used to provide additional sections of courses in these crucial supporting disciplines.

9. Availability of Campus Resources (Library, Space, etc.).

In 2023, WCU received \$95.3 million for a new engineering building from the North Carolina General Assembly. The advance planning phase for the facility was completed in December 2024, and schematic design began in January 2025. The new engineering building is anticipated to open in fall 2028. Currently, the BS Engineering program is housed in the Belk building and Center for Applied Technologies building. These facilities are adequate for the current enrollment and will support the initial expected enrollment growth in the proposed program. Additional capacity will be provided with the new building. During the most recent accreditation visit, ABET did not find any shortcomings with the existing facilities. Our current library holdings are also more than adequate for supporting the instructional and research needs of the proposed program.

10. Existing Programs (Number, Location, Mode of Delivery).

Three other UNC System institutions offer a bachelor's degree in mechanical engineering: NC State University, North Carolina Agricultural and Technical State University, and University of North Carolina at Charlotte. All offer programs in an on-campus modality.

11. Potential for Unnecessary Duplication.

The proposed BSME program at WCU will add to the pool of high-quality workforce talent and is not anticipated to negatively impact the enrollment in similar programs at the other UNC System institutions. Instead, housed at the westernmost institution in North Carolina, the proposed BSME program will add capacity to the UNC System by attracting students that would instead attend a nearby out-of-state institution or pursue other career options.

12. Feasibility of Collaborative Program.

Besides expanding the pool of workforce talent needed by the region and state, the proposed program will expand the pool of domestic undergraduates that are available for graduate study at UNC System Ph.D. engineering programs (NC State, N.C. A&T, and UNC Charlotte). All have strong needs for a well-prepared pool of bachelor's-level graduates available for graduate study. WCU has discussed the concept of establishing articulated pipelines for engineering students from WCU to those schools for graduate study.

III. Summary of Review Processes

1. Campus Review Process and Feedback.

The proposed program was reviewed and fully supported at various stages of preparation by the following individuals, groups, and shared governance bodies at WCU: Provost Council, School Curriculum Committee, school director, college dean, Academic Policy and Review Council, Faculty Senate, chief financial officer, vice chancellor for Academic Affairs, and chancellor.

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

IV. Recommendation

Staff recommends that the Board approves Western Carolina University's request to establish the Bachelor of Science (BSME) in Mechanical Engineering (CIP 14.1901) effective fall 2025.

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

**East Carolina University
Master of Arts in Education in Art Education (K-12) (MAED) (CIP 13.1302)**

Overview: The Master of Arts in Education in Art Education (K-12) (13.1302) at East Carolina University will be discontinued effective spring 2025. This request to discontinue the degree program has been reviewed by the appropriate institutional committees and approved by the appropriate academic authority(ies).

The request to discontinue the Master of Arts in Education in Art Education (K-12) is due to low productivity. No faculty or staff members will be affected by the discontinuation of the program. Individualized plans of study have been developed for students enrolled in the program. Students who maintain satisfactory academic progress are anticipated to complete all program requirements by spring 2026.

Recommendation: It is recommended that the Board of Governors approve East Carolina University's request to discontinue the delivery of the Master of Arts in Education in Art Education (K-12) (13.1302) effective spring 2025.

Master of Arts in Health Education (MA) (CIP 51.2207)

Overview: The Master of Arts in Health Education (51.2207) at East Carolina University will be discontinued effective spring 2025. This request to discontinue the degree program has been reviewed by the appropriate institutional committees and approved by the appropriate academic authority(ies).

The request to discontinue the Master of Arts in Health Education is due to low student enrollment. No faculty or staff members will be affected by the discontinuation of the program. Individualized plans of study have been developed for students enrolled in the program. Students who maintain satisfactory academic progress are anticipated to complete all program requirements by spring 2027.

Recommendation: It is recommended that the Board of Governors approve East Carolina University's request to discontinue the delivery of the Master of Arts in Health Education (51.2207) effective spring 2025.

**University of North Carolina Asheville/University of North Carolina at Chapel Hill
Master of Public Health (MPH) (CIP 51.2201)**

Overview: The Master of Public Health (51.2201) at the University of North Carolina Asheville and University of North Carolina at Chapel Hill will be discontinued effective spring 2025. This request to discontinue the joint degree program has been reviewed by the appropriate institutional committees and approved by the appropriate academic authority(ies).

The request to discontinue the Master of Public Health is due to low student enrollments. No faculty or staff members will be dismissed because of this change. All have been reassigned or returned to their home departments. Individualized plans of study have been developed for students enrolled in the

program. Students who make appropriate progress will be able to complete the program, with the majority finishing by spring 2026.

Recommendation: It is recommended that the Board of Governors approve the University of North Carolina Asheville and University of North Carolina at Chapel Hill's request to discontinue the delivery of the joint Master of Public Health (51.2201) effective spring 2025.

University of North Carolina at Charlotte
Master of Education in Elementary Education (MEd) (CIP 13.1202)

Overview: The Master of Education in Elementary Education (13.1202) at the University of North Carolina at Charlotte will be discontinued and consolidated effective fall 2025. This request to discontinue a degree program has been reviewed by the appropriate institutional committees and approved by the appropriate academic authority(ies).

The Master of Education in Elementary Education will be discontinued and consolidated into the Master of Education in Curriculum and Instruction (13.0301). The discontinuation and consolidation will expand the candidate pool and improve graduates' marketability. No faculty or staff members will be affected by the discontinuation and consolidation of the program. Enrolled students were given the option to either transition to the consolidated program or remain in their current one. All students have chosen to remain in their current program and have received plans of study for completion.

Recommendation: It is recommended that the Board of Governors approve the University of North Carolina at Charlotte's request to discontinue and consolidate the delivery of the Master of Education in Elementary Education (13.1202) effective fall 2025.

AGENDA ITEM

A-6. Licensure Program Approvals Kaity McNeill

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

Background: The following institutions are seeking licensure approval:

DeVry University, an existing licensed institution

Johnson & Wales University, an existing licensed institution

South College – Asheville, an existing licensed institution

Universal Technical Institute, an existing licensed institution

University of South Carolina, an existing licensed institution

Walden University, an existing licensed institution

Watts College of Nursing, an existing licensed institution

Aspen University, a new applicant for licensure

Community Based Education and Development, d/b/a CBD College, a new applicant for licensure

One institution seeks a limited license to provide postsecondary instruction to three students in North Carolina.

Assessment: After appropriate review of the license applications the UNC 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 for DeVry University

Background

DeVry University (OPEID 01072700), an existing licensee in good standing, seeks licensure to expand its program offerings to include a Bachelor of Science in Justice Administration and a Bachelor of Science in Engineering Technology. Currently, DeVry has nearly 1,500 students enrolled in 30 licensed degree programs in the areas of business, science, and technology and is accredited by the Higher Learning Commission, with its most recent comprehensive evaluation in 2021.

Staff conducted a virtual site visit, hosted from DeVry's main campus in Lisle, Illinois, in December 2023. Staff and a team of subject matter experts met with senior administrators, including the president and CEO, the provost, and chief enrollment, financial, and legal officers, as well as college deans, the university librarian, online learning coordinators, students, and student services directors. The team made findings concerning the curriculum, faculty responsibilities, and professional licensure requirements among other findings, to which the institution responded. Staff also reviewed the status of the U.S. Department of Education's administrative actions related to borrower defense claims from students, being defended by DeVry's former parent company, Adtalem Global Education, as well as new accountability principles put in place under the ownership of Cogswell Education, LLC.

Institutional Metrics and Consumer Protection Information

Metric			
Eight-year outcomes ⁱ	Graduated	42%	
	Transferred out	32%	
	Withdrew	25%	
Employment placement rate		Does not report on a campuswide basis.	
Federal financial composite score (3.0 is highest, -1.0 is lowest)	2023	2022	2021
	2.3	2.1	1.9
Three-year cohort default rate	Class of 2021	Class of 2020	Class of 2019
	0%	1%	2.3%

Recommendation

Issue DeVry University a license to offer the BS in Justice Administration and BS in Engineering Technology.

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.

Staff Report and Recommendation for Johnson & Wales University-Charlotte

Background

Johnson & Wales University – Charlotte (OPEID 000340410) (“Johnson & Wales”), an existing licensee in good standing, seeks licensure to expand its program offerings to include a career-focused Bachelor of Science in Hospitality Management degree program (BSHM). Johnson & Wales is accredited by the New England Commission on Higher Education (NECHE). The BSHM is a 90-credit, three-year bachelor’s program, allowing students to complete the degree more quickly and at a lower cost. The curriculum includes 42 university core (general education) credits, 27 major credits, 12 major electives, and nine credits in related and professional studies, as well as 600 noncredit hours of experiential learning. The program was approved by NECHE in September 2024, allowing Johnson & Wales to launch reduced-credit baccalaureate programs.

Staff most recently conducted a site visit in August 2023. During the BSHM program review the team made findings concerning field experiences, faculty, curriculum, program evaluation, and other matters, to which the institution adequately responded.

Institutional Metrics and Consumer Protection Information

Metric				
Eight-year outcomes ⁱ	Graduated	56%		
	Transferred Out	22%		
	Withdrew	21%		
Employment Placement Rate		95.4%		
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest)	2023	2022	2021	
	3.0	2.2	2.9	
Three-year cohort default rate	Class of 2021	Class of 2020	Class of 2019	
	0.0	0.0	1.5	

Recommendation

Issue Johnson & Wales University – Charlotte a license to offer the career-focused Bachelor of Science in Hospitality Management degree program.

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.

**Staff Report and Recommendation for
South College – Asheville**

Background

South College – Asheville (OPEID 00493805), an existing licensee in good standing, seeks licensure to expand its program offerings to include a Bachelor of Science in Nursing-LPN to BSN track (LPN-BSN). Currently, South College is licensed to offer multiple associate and bachelor's degrees in nursing. The proposed LPN-BSN degree program provides an additional pathway for nursing degree completion and was approved by the Board of Nursing in 2025. The proposed curriculum remains consistent in quality and content of the approved BSN programs and prepares licensed practical nurses to earn a BSN and qualify for NCLEX-RN examination. Staff conducted a site visit in March 2024 and made findings concerning the curriculum, laboratory and clinical resources, and other matters, to which the institution adequately responded.

Institutional Metrics and Consumer Protection Information

Metric				
Eight-year outcomes ⁱ	Graduated	40%		
	Transferred out	34%		
	Withdrew	26%		
Employment placement rate		94%		
Federal financial composite score (3.0 is highest, -1.0 is lowest)	2023	2022	2019	
	2.1	2.3	2.1	
Three-year cohort default rate	Class of 2021	Class of 2020	Class of 2019	
	0.0%	0.0%	2.2%	

Recommendation

Issue South College – Asheville a license to offer the Bachelor of Science in Nursing-LPN to BSN track.

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.

Staff Report and Recommendation for Universal Technical Institute

Background

Universal Technical Institute (OPEID 00822104) (“UTI”), an existing licensee in good standing, seeks licensure to expand its program offerings to include associate degrees in Automotive & EV Technology + 1 Industry Emphasis, Automotive & EV Technology + 2 Industry Emphases, and Automotive & EV Technology. UTI is a private, for-profit technical/vocational institution located in Mooresville, North Carolina, and accredited by the Accrediting Commission of Career Schools and Colleges. The institution has partnerships with major automobile manufacturers and with NASCAR to provide training resulting in industry certifications. The proposed programs focus on the unique maintenance and repair needs of electric vehicles and will prepare students to maintain, diagnose, repair, and test high-voltage vehicles and their complementary components, while adhering to critical safety standards. Staff most recently conducted a site visit in 2024. The review team made findings concerning the faculty, curriculum, and facilities, to which the institution adequately responded.

Institutional Metrics and Consumer Protection Information

Metric			
Eight-year outcomes ⁱ	Graduated	62%	
	Transferred Out	37%	
	Withdrew	1%	
Employment Placement Rate		80%	
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest)	2022	2021	2019
	2.7	2.3	1.8
Three-year cohort default rate	Class of 2021	Class of 2019	Class of 2018
	0.0	0.0	3.1

Recommendation

Issue Universal Technical Institute a license to offer associate degrees in Automotive & EV Technology + 1 Industry Emphasis, Automotive & EV Technology + 2 Industry Emphases, and Automotive & EV Technology.

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.

**Staff Report and Recommendation for
The University of South Carolina**

Background

The University of South Carolina (OPEID 00344800) (“South Carolina”), an existing licensee in good standing, seeks licensure to expand its program offerings to include a Master of Sport and Entertainment Management (MSEM). South Carolina is licensed to offer a professional Master of Business Administration program and graduate certificates in business analytics, cybersecurity, and strategic innovation through the Darla Moore School of Business. The MSEM program, offered through the College of Hospitality, Retail, and Sport Management, will be delivered in hybrid format, with 25 percent of the program being offered at the Charlotte location that is already approved by the Board and in use by the Darla Moore School of Business. The projected enrollment for year one is seven part-time students. Staff most recently conducted a site visit in August 2022, and a review team made findings concerning the faculty, curriculum, and other matters, to which the institution adequately responded.

Institutional Metrics and Consumer Protection Information

Metric				
Eight-year outcomes ⁱ	Graduated	77%		
	Transferred Out	17%		
	Withdrew	6%		
Employment Placement Rate		75.33% for 2016-2017, 2017-2018 & 2018-2019 school years		
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest)	2021	2020	2019	
	N/A	N/A	N/A	
Three-year cohort default rate	Class of 2019	Class of 2018	Class of 2017	
	0.0	0.0	1.6	

Recommendation

Issue the University of South Carolina a license to offer the Master of Sport and Entertainment Management.

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.

Staff Report and Recommendation for Walden University

Background

Walden University (OPEID 02504200), an existing licensee in good standing, seeks licensure to expand its program offerings to include a Doctor of Public Health (DPH). Currently, Walden is licensed to offer a variety of online degree programs requiring field experiences in North Carolina. The DPH degree program prepares public health practitioners to assume positions of leadership and influence in practice-based settings and is accredited by the Council on Education for Public Health. Walden University is accredited by the Higher Learning Commission. On August 12, 2021, Adtalem Global Education Inc. (Adtalem) acquired Walden. The U.S. Department of Education (ED) approved Walden's change of ownership application on July 23, 2024, and issued Walden a new Provisional Program Participation Agreement ("PPPA"), thereby approving Walden's continued participation in the Title IV federal financial aid programs administered by ED.

Staff conducted a desk review and made findings concerning the curriculum, supervision of field experiences, and other matters, to which the institution adequately responded. The next compliance review and site visit for Walden is scheduled for summer 2025.

Institutional Metrics and Consumer Protection Information

Metric				
Eight-year outcomes ⁱ	Graduated	39%		
	Transferred out	31%		
	Withdrew	29%		
Employment placement rate		Does not report on a campuswide basis.		
Federal financial composite score for <i>Adtalem Global Education</i> (3.0 is highest, -1.0 is lowest)		2022	2021	2020
		.2	1.4	.7
Three-year cohort default rate		Class of 2021	Class of 2020	Class of 2019
		0%	0%	1.1%

Recommendation

Issue Walden University a license to offer the Doctor of Public Health.

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.

Staff Report and Recommendation for Watts College of Nursing

Background

Watts College of Nursing (OPEID 00648300), an existing licensee in good standing, seeks licensure to expand its program offerings to include a Bachelor of Science in Nursing-LPN to BSN track (LPN-BSN). Watts College of Nursing is a corporate affiliate of the Duke University Health System and is accredited by the Accrediting Bureau of Health Education Schools. The college is currently licensed to offer a pre-licensure BSN degree and seeks to provide an additional pathway with the LPN-BSN program to address North Carolina's nursing shortage. The proposed curriculum remains consistent in quality and content of the approved BSN program and prepares licensed practical nurses to earn a BSN and qualify for NCLEX-RN examination. Staff made findings concerning the curriculum, laboratory and clinical resources, and other matters, to which the institution adequately responded. The next compliance visit is scheduled for fall 2025 after the college's upcoming relocation.

Institutional Metrics and Consumer Protection Information

Metric			
Eight-year outcomes ⁱ	Graduated	89%	
	Transferred out	0%	
	Withdrew	11%	
Employment placement rate		98.7%	
Federal financial composite score (3.0 is highest, -1.0 is lowest)	2023	2022	2021
	2.3	2.7	3.0
Three-year cohort default rate		N/A ⁱⁱ	

Recommendation

Issue Watts College of Nursing a license to offer the Bachelor of Science in Nursing-LPN to BSN track.

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 This institution is not found on the current federal loan default rates database. Cohort Default Rate (CDR) data are not included when number of borrowers entering repayment includes 10 or fewer borrowers for all three cohort years.

Staff Report and Recommendation for Aspen University

Background

Aspen University (OPEID 04080300) (“Aspen”) is a new applicant for licensure located in Phoenix, Arizona, seeking to offer a Bachelor of Science in Nursing – Completion, MS in Nursing, MS in Nursing-RN-MSN, Doctor of Nursing Practice, Master of Public Health, Master in Business Administration (MBA), BS in Business Administration – Completion Program, BS in Business Administration, Master of Education, Education Specialist in Leadership and Learning Certificate, Certificate in eLearning Pedagogy, Doctor of Education in Leadership and Learning, Master of Science in Technology and Innovation, Certificate in Project Management, Associate of Applied Science (AAS) in Early Childhood Studies, BS in Early Childhood Studies, BS in Early Childhood Studies – Completion Program, Doctor of Science in Computer Science, MA in Psychology and Addiction Studies, BA in Psychology and Addiction Studies, and BS in Healthcare Administration. Prior to its application filing, Aspen operated degree programs in North Carolina through a state authorization reciprocity agreement (“NC-SARA”) but Aspen’s move from Colorado to Arizona created a lapse in NC-SARA coverage, requiring the institution to seek licensure while it pursues its goal of NC-SARA approval in Arizona. The institution is accredited by the Distance Education Accrediting Commission (DEAC). At its June 2024 meeting, DEAC vacated a February 2023 show cause directive after Aspen made substantial progress toward demonstrating compliance, and the institution’s application for accreditation renewal was approved at DEAC’s January meeting.

Staff conducted an on-ground and virtual site visit on March 13, 2024, and made findings regarding the curriculum, faculty qualifications, student outcomes, finance and governance, and other matters, to which the institution adequately responded.

Institutional Metrics and Consumer Protection Information

Metric				
Eight-year outcomes ⁱ	Graduated	52%		
	Transferred out	10%		
	Withdrew	37%		
Employment placement rate		Does not report on a campuswide basis		
Federal financial composite score (3.0 is highest, -1.0 is lowest)	2021	2020	2019	
	2.9	3.0	3.0	
Three-year cohort default rate	Class of 2021	Class of 2020	Class of 2019	
	0.0%	0.0%	0.4%	

Recommendation

Issue Aspen University a license to offer Bachelor of Science in Nursing – Completion, MS in Nursing, MS in Nursing-RN-MSN, Doctor of Nursing Practice, Master of Public Health, Master in Business Administration (MBA), BS in Business Administration – Completion Program, BS in Business

Administration, Master of Education, Education Specialist in Leadership and Learning Certificate, Certificate in eLearning Pedagogy, Doctor of Education in Leadership and Learning, Master of Science in Technology and Innovation, Certificate in Project Management, Associate of Applied Science (AAS) in Early Childhood Studies, BS in Early Childhood Studies, BS in Early Childhood Studies – Completion Program, Doctor of Science in Computer Science, MA in Psychology and Addiction Studies, BA in Psychology and Addiction Studies, and BS in Healthcare Administration.

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.

Staff Report and Recommendation for CBD College

Background

Community Based Education and Development, d/b/a/ CBD College, (OPEID 03250300) is a new applicant for licensure located in Los Angeles, California, seeking to offer a Bachelor of Science in Health Science (BSHS) and an Associate of Science in Health Information Technology (HIT). Founded in 1982, CBD College is a private, nonprofit benefit institution approved to operate by the California Bureau for Private Postsecondary Education and accredited by the Accrediting Bureau of Health Education Schools. Additionally, the HIT program is programmatically accredited by the Commission on Accreditation for Health Informatics and Information Management Education. The institution seeks authorization to comply with the Board of Governors' 2021 expanded oversight of 100 percent online degree programs.

Staff conducted an on-ground and virtual site visit on April 11, 2024, and made findings regarding the curriculum, faculty qualifications, student outcomes, finance and governance, and other matters, to which the institution adequately responded.

Institutional Metrics and Consumer Protection Information

Metric				
Eight-year outcomes ⁱ	Graduated	83%		
	Transferred out	10%		
	Withdrew	6%		
Employment placement rate		Does not report on a campuswide basis		
Federal financial composite score (3.0 is highest, -1.0 is lowest)	2023	2020	2019	
	2.8	2.2	1.5	
Three-year cohort default rate	Class of 2021	Class of 2020	Class of 2019	
	0.0%	0.0%	0.2%	

Recommendation

Issue CBD College a license to offer a Bachelor of Science in Health Science and an Associate of Science in Health Information Technology.

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.

Staff Report and Recommendation for Limited License

The University of San Francisco (OPEID 00132500), accredited by the WASC Senior College and University Commission, seeks a limited license to allow three students located in North Carolina to complete the Master of Arts in Public Leadership, with an expiration date of May 31, 2027. The university does not intend to seek further authorization and has taken steps to cease further enrollment in North Carolina.