

September 7, 2017 at 3:00 p.m.
University of North Carolina General Administration
Center for School Leadership Development, Boardroom
Chapel Hill, North Carolina

AGENDA

- A-1. [Approval of the Minutes of August 1, 2017](#)Anna Nelson
- A-2. [Report on Part-Way Home Initiatives](#).....Samantha McAuliffe-Raynor
- A-3. [UNC Degree Program Establishment](#).....Kimberly van Noort
- A-4. [Licensure Program Approvals](#).....Kimberly van Noort
- A-5. [Annual Report on Committee Activity: July 2016 – June 2017](#)Junius Gonzales/Anna Nelson
- A-6. [NCCU Bachelor of Science in Nursing Improvement Plan](#)Junius Gonzales
- A-7. [Report Deregulation – Updates to the UNC Policy Manual](#)Kimberly van Noort
- A-8. Adjourn

Additional Information Available

- A-2. [Report on Part-Way Home Initiatives](#)

DRAFT MINUTES

August 1, 2017

University of North Carolina General Administration
Center for School Leadership Development, Boardroom
Chapel Hill, North Carolina

This meeting of the Committee on Educational Planning, Policies, and Programs was presided over by Chair Anna Nelson. The following committee members, constituting a quorum, were also present or on the call: Darrell Allison, Robert Bryan, Thomas Goolsby, Tyler Hardin, James Holmes, Joe Knott and Marty Kotis.

Chancellors participating were Johnson Akinleye, Sheri Everts, and Frank Gilliam. Gabriel Lugo, Faculty Assembly Chair was also in attendance.

Staff members present included Junius Gonzales, Kimberly van Noort, and others from General Administration.

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

The Chair called the meeting to order at 12:00 p.m. on Tuesday, August 1, 2017, and called for a motion to approve the open session minutes of June 21, July 11, and July 13, 2017.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the open session minutes of June 21, July 11, and July 13, 2017, as distributed.

Motion: James Holmes

Motion carried

2. UNC Degree Programs Discontinuation and Consolidation (Item A-2)

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

- University of North Carolina at Greensboro Master of Education in Drama (CIP 13.1324)
- University of North Carolina at Greensboro Bachelor of Fine Arts in Theatre Arts Education (CIP 51.2501)

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the University of North Carolina at Greensboro discontinuation of the Master of Education in Drama and

consolidation of the Bachelor of Fine Arts in Theatre Arts Education and recommend to the full Board of Governors for a vote through the consent agenda.

Motion: James Holmes

Motion carried

3. Proposed Policy on involvement of Centers and Institutes in Legal Action (Item A-3)

The proposed policy was presented to the Committee at its March 2017 meeting. Reports were submitted from the UNC-Chapel Hill School of Law and the NCCU School of Law outlining the impact of the proposed policy. Additional information was provided by the UNC-Chapel Hill School of Law about possible alternatives. Public comments were gathered via a website and in May, a public comment session was held by the Committee. A revised proposal was submitted on July 8, 2017 that excludes law clinics from the restriction. Current policy limits the ability of Centers to engage in lobbying but does not prevent a center from engaging in litigation.

MOTION: Resolved to adopt the proposed draft and report to the full Board of Governors for final vote.

Motion: Joe Knott

Motion carried

The Chair requested that the minutes reflect that the vote was 5 in favor, 1 against, and 1 abstained.

There being no further business, the meeting adjourned at 12:45 p.m.

Darrell T. Allison, Secretary

AGENDA ITEM

A-2. Report on Part-Way Home Initiatives Marty Kotis/Samantha McAuliffe-Raynor

Situation: The President of the University submits this report on part-way home efforts at the University to the Board of Governors for discussion and will be submitted to the Joint Legislative Education Oversight Committee as soon as possible.

Background: As required by Session Law 2016-94, House Bill 1030, Section 11.3, the President must submit a report “regarding the expenditure of State funds used to recruit, retain, and graduate ‘part-way home’ and other nontraditional students who have completed some college but have not earned a degree and to cover other costs of implementing the strategy to reenroll ‘part-way home’ students. The report shall include line-item expenditures, descriptions of program activities and accomplishments, and data on outcome measures used to assess program effectiveness.” In fiscal year 2016-17, the North Carolina General Assembly approved a one-time appropriation of \$2.3 million to UNC General Administration to identify strategies and technologies to recruit and retain students with some college but no degree, labeled as “part-way home” students.

Assessment: The draft Report on Part-Way Initiatives provides information on: national and UNC efforts; a summary of system-wide and institution-specific data on these students; marketing research analysis; information on several pilots and initiatives undertaken at UNC-GA and several institutions to develop needed infrastructure; and recommendations. Appendices contain other information, including the required line-item expenditures.

Action: This item is for discussion only.

The University of North Carolina

Report on Part-Way Home Initiative

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The University of North Carolina General Administration

September 2017

Executive Summary

As required by Session Law 2016-94, House Bill 1030, SECTION 11.3, the President of the University of North Carolina submits this report on part-way home efforts at the University to the Joint Legislative Oversight Committee, as approved by the Board of Governors.

In Fiscal Year 2016/17, the North Carolina General Assembly approved a one-time appropriation of \$2.3 million to UNC General Administration “for technology and academic support strategies in order to recruit, retain, and graduate students who have not finished their baccalaureate degree”¹, labeled as “part-way home” students.

This work fits well into the context of *Higher Expectations*, the new University of North Carolina 2017-2022 Strategic Plan, which calls for greater student access to a UNC institution, improved student outcomes, a more affordable and efficient education, increased community engagement, and embracing the different and unique roles each of the constituent institutions plays within the system. We believe that non-traditional students, of which many part-way home students would be categorized, will be an important group to address in order to achieve these goals. Nationally, 73% of today’s college students have at least one marker of a non-traditional student, such as long term part-time enrollment, full time employment, or delaying enrollment in postsecondary education beyond a year after high school. In fact, 37% of all students are part-time and 40% are 25 years of age or older.² By 2023, the National Center for Education Statistics projects a 23% increase in students 24-34 and a 17% increase in students 35 and older.³

North Carolina is one of the fastest growing states and state economies in the country, with job growth projected to outpace population growth by 2024.⁴ Areas with the most significant growth will require a postsecondary credential (associates through Master’s degree).⁵ Although North Carolina has experienced success with increasing the number of traditional aged graduates who complete college, we must expand our scope to include non-traditional students if we hope to reach our attainment and economic goals within this same time frame. Based on the 2008 census, the Lumina Foundation estimated North Carolina has 1.1 million adults between the ages of 25-64 with some college credit but no degree.⁶ Only 14 counties are above the state average of 40.3% of a county population with a post-secondary attainment levels of an

¹ Conference Report on the Base, Capital, and Expansion Budget, House Bill 1030, page F21

² “Why non-traditional student success is more important than ever,” Jed Diamond, Education Advisory Board Research COE Forum, <https://www.eab.com/research-and-insights/continuing-and-online-education-forum/expert-insights/2016/non-traditional-student-success>, accessed July 27, 2017.

³ See “Projections of Education Statistics to 2023,” 42nd Edition (2016), National Center for Education Statistics, U.S. Department of Education, <https://nces.ed.gov/pubs2015/2015073.pdf>, accessed July 24, 2017.

⁴ “North Carolina Employment Projections, 2014-2024,” (updated 4/24/2017), NC Department of Commerce, Labor and Economic Analysis Division, <https://www.nccommerce.com/Portals/47/XML/Summary/2014-2024%20NC%20Employment%20Projections%20Summary.pdf>, accessed July 24, 2017, p. 1.

⁵ “North Carolina Employment Projections, 2014-2024,” pp. 2 and 7-8.

⁶ *A Stronger Nation through Higher Education: How and Why Americans Must Achieve a “Big Goal” for College Attainment*, A Special Report from Lumina Foundation for Education, https://portalcentral.aihec.org/MSIStudentSuccess/StudentSuccess/A_stronger_nation.through%20higher%20education.pdf, accessed July 21, 2017, p. 75.

Associate's degree or higher. By increasing the number of North Carolinians who earn a Bachelor's degree by 1,000 people per year for five years, the State could earn more than \$17 million in taxes in those five years alone.⁷ One strategy to improve degree attainment and create an educated workforce to keep up with and attract new job growth is to focus upon improving degree completion among those 1.1 million North Carolina adults (aged 25-64) with some college but no degree.

More than half (52%) of UNC students categorized as "part-way home" who were enrolled between 2003-04 and 2014-15 and have been stopped out at least a semester, have a GPA between 2.7- 3.3. These students are academically qualified to remain at the institution and are leaving for reasons such as family commitments, mental or physical health concerns, or work obligations. A relatively high percentage of students return to UNC (43% of students with 60-89 credits at the time of stop-out and 37% of students with 90+ credits at stop-out). Of those who return, between 56% and 63% graduate. Between fall 2017 and spring 2018, 1,083 students re-enrolled in the UNC system who had been away for one academic year, a GPA of 2.0 or greater, and accumulated 72+ credit hours at stop-out. These students re-enrolled with minimal effort being placed on re-recruitment and facilitation of degree completion.

Adults with some college but no degree are difficult to track and re-recruit the longer they are away from the University. In fact, we found that each semester a student is away decreases their chances of graduating in six years by about 50% and decreases their chances of graduating in eight years by 10%. Additionally, locating contact information for students becomes increasingly difficult the longer they are away. These findings substantiate the need to reconnect with students as soon after they withdraw as possible and indicate that, with a focused and targeted effort, UNC could re-enroll more than 2,000 students per year returning to complete a bachelor's degree.

The following categorizes the many accomplishments made possible with the Legislature's support:

- Conducted an environmental scan of successful efforts and messages used to recruit and support returning (and new) adult learners both inside the UNC system and across the country.
- Awarded several member institutions grants to analyze data to better understand the variables related to stop-out, return, and graduation among this population better informing the development of scalable policy, procedural, and intervention strategies.
- Launched pilots and interventions to prevent stop-out and improve access to courses leading to a bachelor's degree. One example is the UNC Alliance for Collaborative Education pilot; a consortium of five institutions who will share courses to satisfy requirements for interdisciplinary degrees.
- Started developing partnerships with community organizations across the state to scale outreach efforts for adults with some college but no degree.
- Investigated technology solutions to improve degree planning and predictive analysis of student outcomes.

Recommendations and Implementation Plan

In total, more than 6,000 adult learners and 250 of UNC faculty and staff have been touched, directly or indirectly, through the efforts undertaken during the last 12 months. Much of the work accomplished over the last ten months was foundational in nature. In order to recommend a sustainable plan for serving part-

⁷ The difference between a bachelor's degree and a high school degree (in 2012) was \$20,937 per year. The first year group of 1,000 more degree holders would add \$104,685,000 for the 5 years, and each group would have one year less of earning, with the 5th year counting only one year of salary total (\$20,937,000). Applying the current tax rate to that total of \$314,055,000 equates to \$17,269,844.45.

way home students, we needed to first understand the scope of the environmental, institutional, and community variables that facilitate both departure and return as well as the unintended barriers hindering re-enrollment. Developing an eco-system that will facilitate degree attainment among returning adults is a dynamic task requiring an inspection of policy, delivery of academic content, delivery of services and financial aid. It also requires an understanding of why students leave, what motivates them to return, and what motivates them to complete a degree. From that point, appropriate messages can be created to entice former students to return. A cycle framework guides the implementation of this initiative which includes phases of implementation, evaluation, and revision. A cycle of this sort requires enough time for implementation that the desired outcomes would be realistically possible. For these reasons, we recommend a multi-year implementation plan.

This multi-faceted, multi-year plan envisions the following “pillars” as part of a sustained effort to improve access and success for all UNC students, which includes adult and other nontraditional learners:

- Improved access to courses through flexible modalities.
- Leverage our “system-ness” to deliver services and resources at scale.
- Re-align services and policies to meet the needs of nontraditional learners.
- Utilize technology to improve degree efficiency and student success.
- Serve as a facilitator of statewide, cross sector conversations about attainment goals for NC.

The five pillars of the adult learner initiative provide a framework for recommendations and a multi-year implementation plan that will ensure a strong foundation upon which we can build an effective and sustainable adult learner initiative. Recommendations can be categorized as either contributing to “recruitment” or “completion.” Examples follow from a total of 17.

Recruitment

1. Create a UNC-wide marketing campaign to re-recruit adult learners.
2. Review and revise policies and procedures that create unintended barriers for returning students.
3. Build on and expand current relationships with the NC Community College System.
4. Dedicate staff and recurring resources at UNC General Administration to spearhead UNC’s adult learner initiative.
5. Identify financial aid strategies (at both the institutional and state levels) to provide support to students attempting to complete their credentials.

Completion

1. Develop a multi-university consortial approach to delivering courses to adult learners throughout the system (for more information on the UNC Alliance for Collaborative Education [click here](#)).
2. Improve access to online, hybrid, accelerated, and face-to-face courses.
3. Continue to implement current and pilot promising data and technology solutions to improve student success including degree path software.
4. Create a statewide attainment goal that all sectors work toward achieving.
5. Working with member institutions to identify and implement improvements in advising, particularly for returning adults.

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AGENDA ITEM

A-3. UNC Degree Program EstablishmentKimberly van Noort

Situation: UNC Charlotte requests establishment of the following degree program:

- Master of Science in Architecture (CIP 04.0902)

Background: Per UNC 400.1, UNC General Administration, in consultation with the campuses, brings recommendations to the UNC Board of Governors for new degree programs that meet identified academic program needs.

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

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

**Request for Authorization to Establish a
Master of Science in Architecture
(M.S., CIP 04.0902) at
University of North Carolina at Charlotte**

I. Program Highlights

- The proposed Master of Science (M.S.) in Architecture focuses on emerging research critical to the architectural profession, which requires expertise that exceeds current criteria for accredited professional degrees. Thus, the M.S. in Architecture is distinct from the nationally-accredited Master of Architecture (M.Arch.) currently offered at UNC Charlotte.
- According to DesignIntelligence's Best Architecture Schools 2015 report, which polled 78 deans and chairs and over 1,000 architectural offices (respondents were allowed to provide multiple answers), the most significant concerns facing the profession include sustainability (49%), technological change (42%), and integrated design (47%). Similarly, the research priorities of the American Institute of Architects focus on building performance and diagnostics and new technological methods such as design computation.
- In each case, these research areas represent educational needs that are not fully met by professionally accredited degree programs. While the School of Architecture's professional Master of Architecture (M.Arch.) degree prepares students for general practice, a research-based M.S. in Architecture degree will offer non-professional opportunities for deeper exploration of these critical issues facing the profession and society.
- The M.S. in Architecture is an on-campus (full-time, 30 credit hour) curriculum made up of core requirements (21 credit hours) and elective coursework that allow students to concentrate their research interests in areas that address emerging research needs within the architectural profession (9 credit hours). One unique aspect of the proposed M.S. in Architecture is that it does not require applicants to hold a professional degree in architecture in order to apply. Students with backgrounds in related fields can also enroll in the program. In addition to broadening the pool of eligible students for the SoA, the M.S. in Architecture can serve as a feeder to PhD programs in the College of Computing and Informatics (CCI) and inter-disciplinary doctoral programs such as Infrastructure and Environmental Systems (INES) offered at UNC Charlotte.
- By establishing an entry point for students with novel backgrounds and diverse knowledge domains, the M.S. in Architecture will provide access to students interested in a career within the broader fields involving the built environment without having to overcome the barrier of prior training in an accredited degree program. By reducing barriers to graduate education in areas of specialization that support architectural practices, the M.S. in Architecture will help diversify both the student population and the future workforce at large.

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

1. **Existing Programs (Number, Location, Mode of Delivery).** No programs or universities in the state of North Carolina offer a non-professional Master of Science in Architecture degree. NC State offers a 15 credit-hour certificate in Energy and Technology in Architecture to its students enrolled in the graduate architecture program and also offers certificates in City Design, Housing, and a soon-to-be launched certificate in Architecture in the Public Interest. NC State also offers a 30 credit-hour post-professional Master of Architecture with concentrations in the same areas as

their certificates. According to NC State's website, these programs are intended as preparation for individuals to "assume responsible roles in the profession of architecture." However, their program requires an undergraduate Bachelor of Architecture (professional) degree for admission. Therefore, UNC Charlotte's proposed M.S. in Architecture will not be duplicative. Of the schools in the region offering the M.S. in Architecture degree, none offer nonprofessional degrees with concentrations specifically focused in Design, Computation and/or Material Studies. Therefore, UNC Charlotte has the opportunity to become a leader within the Southeastern region in architectural research. The creation of a M.S. in Architecture will allow the School of Architecture (SoA) to clearly distinguish a new non-professional research degree from its nationally-accredited professional Master of Architecture degree and will enable the SoA to expand and diversify its current degree portfolio.

2. **Relation to Campus Distinctiveness and Mission.** This proposed Master of Science (M.S.) in Architecture aligns with the UNC's mission to "discover, create, transmit, and apply knowledge to address the needs of individuals and society" through "research, scholarship, and creative activities, which advance knowledge and enhance the educational process" (<http://northcarolina.edu/About-Our-System/Our-Mission>). As a research-focused degree centered on the design of the built environment, the M.S. in Architecture contributes to UNC Charlotte's mission of being "North Carolina's urban research university." This mission is outlined in the UNC Charlotte Institutional Plan 2016-2021. In addition, with its objectives to produce and disseminate research, the proposed M.S. in Architecture will contribute to the following university goals: "Goal 1: Deliver a high-quality, accessible, affordable, and integrated academic experience that produces responsible global citizens and a competitive workforce." This proposal will help UNC Charlotte address this goal through a research-focused integrated academic degree program. "Goal 2: Stimulate increased research, creative activities, and community engagement with a focus on programs and partnerships that address the major needs of the Charlotte region." The proposal will help the university address this goal through a research-focused non-professional degree program that addresses marketplace needs within architectural and design related fields.
3. **Demand (local, regional, state).** According to the Occupational Analysis for Architects on NCWorks, "Employment of architects is projected to grow 17% from 2012 to 2022, faster than the average for all occupations. Competition for jobs will be strong as the number of applicants continues to outnumber available positions." The Occupational Outlook Handbook of the US Bureau of Labor Statistics corroborates the growth projections of NCWorks cited above: Employment in architectural (and related) occupations is projected to increase by 3% and by approximately 67,200 new jobs between the years of 2014 and 2024 (<http://www.bls.gov/ooh/architecture-andengineering/home.htm>).
4. **Potential for Unnecessary Duplication.** Please see response to #1.
5. **Employment Opportunities for Graduates.** Charlotte is the largest architectural market in North Carolina and the Charlotte chapter of the American Institute of Architects (AIA) has over 800 members, the largest chapter in the State. Charlotte's 130 architectural design firms comprise the second largest concentration of architectural professionals in the South Atlantic region (after Atlanta) and include large branch offices for many of the country's largest design firms. This includes firms such as Gensler, Perkins + Will, HDR, and Perkins Eastman, all of which are listed in the top 12 of the 2015 Top 300 Architecture Firms in the U.S., ranked by revenue (as reported by Architectural Record in 2016). Several of these firms have provided letters of support for this

proposal. Many of the largest firms in the country have in recent years added departments or divisions dedicated specifically to research, including Gensler, SOM, Perkins + Will, Perkins Eastman, and HDR. All of these national firms (except SOM) have offices in Charlotte.

6. **Faculty Quality and Number.** The School of Architecture has nine faculty members who will be directly involved in the proposed program and is in the process of hiring one additional faculty member. These faculty already teach the courses for the Track III of the M.Arch that will be spun out into this new degree. The faculty have extensive publications and a strong record of external funding.
7. **Availability of Campus Resources (library, space, etc.).** Current library holdings and information technology services are adequate to support the program. In addition to the School of Architecture's (SoA) Charles C. Hight Branch Architectural Library, the School has a range of lab spaces that will support the proposed nonprofessional Master of Science in Architecture program (these labs currently support the professional Master of Architecture degree program). These labs include woods, metal and digital fabrication labs, and a daylighting lab that supports student and faculty teaching and research. These labs overlap with two college-based research centers, which are also central to student learning and faculty research and teaching: Digital Arts (D-Arts), and the Integrated Design Research Laboratory (IDRL).
8. **Relevant Lower-level and Cognate Programs.** The UNC Charlotte School of Architecture offers the following degrees: Bachelor of Arts in Architecture (B.A.) pre-professional, non-accredited; Bachelor of Architecture (B.Arch.) professional, accredited; Master of Architecture (M.Arch.) professional, accredited; Master of Urban Design (M.U.D.) non-professional, non-accredited; Master of Science in Architecture (proposed) non-professional, non-accredited.
9. **Impact on Access and Affordability.** A differential tuition supplement will be requested that is consistent with all other School of Architecture graduate programs: \$875 per semester. Regular tuition and fees for a resident graduate student at UNC Charlotte is \$7,357.00.
10. **Expected Quality.** A Student Learning Outcomes Assessment Plan has been developed to evaluate student learning in the proposed program and other criteria and metrics have been specified as evaluation measures of the overall program.
11. **Feasibility of Collaborative Program.** Given the highly specialized nature of the proposed program and since there are not any similar programs within the UNC System, few opportunities for collaboration exists.
12. **Other Considerations.** None.

III. Summary of Review Processes

Campus Review Process and Feedback. The Request to Plan for a Master of Science in Architecture degree has been reviewed by each of units listed:

School for Architecture Curriculum Committee; School for Architecture Graduate School Dean's Office; College of Arts + Architecture Dean's Office; Office of Academic Affairs; Office of the Chancellor.

UNC General Administration Review Process and Feedback. Throughout the review process, UNC Charlotte responded to questions from UNC General Administration regarding the faculty, the distinctiveness of this program from the M.Arch, overlap with the NCSU programs, and graduate student support. Reviewers from two UNC System institutions evaluated the proposal and in all response categories found the proposal "acceptable" or "acceptable with some considerations." One reviewer noted: "This program will offer students an opportunity to specialize in areas of architecture that are in high demand in leading firms in the state, region, and nation. The specializations outlined in the proposal represent growth areas in relevant technical topics in the architecture profession. Students who earn degrees in this program will be equipped to address critical building performance challenges in professional practice."

IV. Recommendation

It is recommended that the Board of Governors approve the University of North Carolina at Charlotte's request to establish a Master of Science (M.S.) in Architecture degree program (CIP 04.0902) to enroll students starting Fall 2018.

AGENDA ITEM

A-4. Licensure Program ApprovalsKimberly van Noort

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

Background: South College has applied for a license to offer six degree programs in Asheville.

Western Governors University is requesting authorization to open a physical administrative office in North Carolina on October 1, 2017.

Johnson & Wales University has applied for a license to offer one new bachelor's degree program in Charlotte.

Harrison College - The Chef's Academy has applied for a license to offer two new diploma programs in Morrisville.

Assessment: After appropriate review of the license application, UNC-GA recommends approval of an initial license for the Associate of Science in Electrical Engineering Technology degree program and a regular license for the five remaining programs being proposed at South College.

After appropriate review of the license application in accordance with Regulation 400.4.1, UNC-GA recommends approval of licensure for Western Governors University to open an administrative office on October 1, 2017.

After appropriate review of the license application, including a site visit, UNC- GA recommends approval of licensure for Johnson & Wales University.

After appropriate review of the license application, including a site visit, UNC-GA recommends approval of licensure for Harrison College.

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

SUMMARY OF VISIT OF TEAM OF EXAMINERS FOR SOUTH COLLEGE

BACKGROUND INFORMATION

South College was founded in 1882 as a branch of Nashville Business College and subsequently was renamed Knoxville Business College. The institution operates under the authority of the Tennessee Higher Education Commission. It was purchased by Stephen South in 1989 and organized as South College of Tennessee, Incorporated. A 2012 reorganization created South College of Tennessee, LLC, with Stephen South, President, and a separate corporation to conduct institutional property management business, South Development Corp, Inc.

South College was initially accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) in 2000, with its most recent reaffirmation in 2015. The College currently operates 17 programs at its Asheville campus. On October 24, 2014, the Board of Governors approved the designation of the Asheville facility as a branch campus of South College of Tennessee.

THE APPLICATION AND SITE VISIT

South College is proposing that the following degree programs be licensed in North Carolina:

- Bachelor of Science in Health Science
- Bachelor of Science in Health Science - Diagnostic Medical Sonography
- Associate of Science in Health Science - Pre Pharmacy
- Bachelor of Business Administration - Health Care Administration
- Bachelor of Business Administration - Accounting
- Associate of Science in Electrical Engineering Technology

In accordance with the *Rules and Standards: Licensing Nonpublic Institutions to Conduct Post-Secondary Degree Activity in North Carolina*, a team of examiners was appointed to review the application, visit the institution, and evaluate compliance with the licensure standards.

The Team of Examiners with expertise in the specific disciplines related to the proposed degree programs was comprised of:

- Dr. Bil Stahl (Chair), Emeritus Professor, Western Carolina University, Cullowhee, North Carolina
- Dr. Laurel Files, Emeritus Professor of Health Policy and Management, University of North Carolina at Chapel Hill; Chapel Hill, North Carolina
- Dr. Ron Finnell, Retired Former Chair, Public Administration and Associate Professor of Public Administration, Clark Atlanta University; Atlanta, Georgia
- Dr. Constance Keen, Instructor, Electronics Engineering Technology Applied Engineering Technology Division, Wake Technical Community College; Raleigh, North Carolina
- Julia Shaw-Kokot, Assistant Department Head for User Services (Retired), Health Sciences Library, University of North Carolina at Chapel Hill; Chapel Hill, North Carolina

- Kaity McNeill, Interim Director for Licensure, The University of North Carolina General Administration; Chapel Hill, North Carolina, *Ex-Officio*

The Team of Examiners conducted a site visit to South College in Asheville, on July 11, 2017. The Team evaluated the facilities and resources of the college during its site visit and also reviewed the following reports and documents before and during the visit: The South College licensure/compliance application and the accompanying exhibits; curricula for the proposed programs; course syllabi; faculty credentials; library and electronic resources; budget data; annual financial reports; excerpts from the *South College Employee Handbook*, *South College Student Handbook*, and *South College Faculty Handbook*. During the visit, the Team of Examiners met with numerous faculty, administrators, staff and students of South College.

PROPOSED DEGREE PROGRAMS

South College seeks approval to offer the following degree programs in North Carolina:

Bachelor of Science in Health Science

The Bachelor of Science in Health Science (BSHS) is an interdisciplinary curriculum that combines a strong science core with courses in the humanities and social sciences. A bachelor's degree in health science is often designed as a springboard to a specific health-related professional or clinical graduate degree program, which is the case with South College-Asheville's current BSHS degree (Post-Physical Therapist Assistant). The focus of South College-Asheville's currently proposed BSHS degree program is broader in scope and is designed to "provide a comprehensive health science education to undergraduate students" that will prepare them for various professional graduate programs in the sciences or health professions, as well as positions in the biological, life, and health sciences. The BSHS is a 184 quarter credit hour degree, to be completed in 14 quarters over 3.5 years.

Bachelor of Science in Health Science - Diagnostic Medical Sonography

The Bachelor of Science in Health Science program with concentration options prepare students to assume leadership roles in the field of Imaging Sciences. The BSHS (DMS) is a 191 quarter credit hour degree, to be completed in 14 quarters over 3.5 years. With 72 required quarter hours of general education courses, appropriately distributed, this proposed degree meets the general education standards of South College-Asheville. The remainder of the curriculum comprises 32 quarter credits of core health sciences curriculum (research, leadership, current trends and issues, administration, law and ethics, organizational behavior and human resources—in the Department of Business Administration—and cross-sectional anatomy) and 87 credits in imaging sciences. South College is pursuing the process of credentialing its Diagnostic Sonography programs.

Associate of Science in Health Science - Pre-Pharmacy

A pre-pharmacy degree may be intended to prepare a student for immediate employment (e.g. pharmacy technician), but more typically it is designed as a pathway program for students who wish to enter a Doctor of Pharmacy (PharmD) program. The South College-Asheville Associate of Science in Health Science (ASHS) (Pre-Pharmacy) program is intended as a pathway program. The mission of this ASHS program reflects and supports the mission of South College-Asheville. As required for an AS degree, this proposed degree meets the college's general education standards, with substantial work in mathematics (14 quarter hours) and science (60 quarter hours) courses.

Bachelor of Business Administration - Healthcare Administration

The mission of the South College School of Business is to “prepare students to become successful professionals capable of functioning in a diverse, dynamic, global economy.” The Bachelor of Business Administration (BBA) with a concentration in Health Care Administration (HCA) prepares students to “develop, plan, and manage health care operations and services within health care facilities and across health care systems.” The BBA (HCA) is a 184 quarter credit-hour degree, to be completed in 14 quarters over 3.5 years. This concentration is one course (4 credits) longer than the BBA degree. With 68 required quarter hours of general education courses, appropriately distributed, this proposed degree meets the general education standards of South College-Asheville. The remainder of the curriculum comprises 116 quarter credits of “major curriculum” (including accounting, financial management, finance, business law, marketing, economics, and other business courses) and 24 credits in the health care administration concentration.

Bachelor of Business Administration - Accounting

The Bachelor of Business Administration - Accounting (BBAA) Program prepares students to work in the field of business with an emphasis in accounting. The program is designed to provide a foundational background in business with a strong emphasis on accounting. Students may opt to participate in an internship. The BBBA program requires students to complete 184 quarter hours, which are expected to be completed in 14 quarters (average of 14 quarter hours per quarter) over a period of 3.5 years. The Program also can be completed in four years with students taking an average of 12 quarter hours per quarter.

Associate of Science in Electrical Engineering Technology

The Associate of Science in Electrical Engineering Technology is designed to provide individuals with the ability to critically analyze and apply engineering principles to design, solve, and troubleshoot situations in manufacturing and service industries. The AS Electrical Engineering Technology program requires successful completion of 90 quarter credit hours and is designed to be delivered in six consecutive quarters over a period of 1.5 years (18 months). The structured curriculum consists of courses in engineering fundamentals, mathematics, physics, technical reporting, occupational safety, computer aided drafting, electronics, quality control, computer programming, programmable logic control, and production control. Major curriculum courses are delivered via a mixture of online and on ground formats.

RECOMMENDATIONS

After the site visit, the Team of Examiners submitted its *Report to the President of The University of North Carolina from the Team of Examiners to Review South College’s Proposed Programs to be Offered in North Carolina*. The report included recommendations and suggestions addressing the proposed degree programs. The recommendations addressed issues of student learning outcome data, clinical preceptor qualifications, and compliance with health and safety regulations.

After receiving the Team of Examiners’ report, South College responded to the recommendations and suggestions. Upon reviewing the institution’s response, the Team and UNC General Administration agreed that all recommendations have been satisfactorily addressed and the Team recommends that South College be licensed to offer a regular license for the following degree programs:

- Bachelor of Science in Health Science
- Bachelor of Science in Health Science - Diagnostic Medical Sonography
- Associate of Science in Health Science - Pre Pharmacy

- Bachelor of Business Administration - Health Care Administration
- Bachelor of Business Administration - Accounting

Upon further review of the Associate of Science in Electrical Engineering Technology, the Team and UNC General Administration agreed that the degree program should be given an initial license to offer the degree program. For a new degree program proposed for licensure, the Board of Governors may in some circumstances approve an initial license that will allow institutions to offer the degree program in North Carolina but whose continuing validity must be reaffirmed based on a visit by a team of examiners and action by the Board of Governors. South College is in the process of hiring faculty and establishing the necessary labs for instruction. Further review of the degree program is needed to ensure that the institution has a viable program that meets industry standards

Dr. Kimberly van Noort, Vice President for Academic Programs, Faculty, and Research, agrees with the Team's review and recommendations. Thus, General Administration recommends approval of a regular license for the Bachelor of Science in Health Science, Bachelor of Science in Health Science - Diagnostic Medical Sonography, Associate of Science in Health Science - Pre Pharmacy, Bachelor of Business Administration - Health Care Administration and Bachelor of Business Administration - Accounting; as well as an initial license for the Associate of Science in Electrical Engineering Technology.

An appropriate review will be performed within two calendar years of the initiation of the degree programs, by a Team of Examiners with expertise in the field, to ascertain the institution's compliance with the Rules and Standards, including the recommendations contained in the report.

SUMMARY OF GENERAL ADMINISTRATION REVIEW FOR WESTERN GOVERNORS UNIVERSITY

BACKGROUND INFORMATION

Western Governors University (WGU) was incorporated as a private, nonprofit online university in 1997. The university was founded and supported by 19 U.S. governors. WGU grew out of a 1995 bipartisan meeting of the Western Governors Association, with the agreement that it would make “maximum use of distance learning technologies, would be collaborative among the western member states, and would use competencies rather than seat time as the measure of its outcomes.” The five themes critical to its design are: responsiveness to employment and societal needs, focus on competency-based education, expanding access, cost-effectiveness, and development of a technology infrastructure. The university describes itself as a teaching and non-research-based university.

All WGU programs follow the competency-based educational (CBE) model. In CBE programs, the academic credit that students receive for their course work is based on the demonstration of skills learned (outcomes or competencies), rather than on the amount of time spent in the classroom (typically measured by the credit hour).

THE APPLICATION

Western Governors University was recently approved by the Board of Governors to offer 61 online degree programs. The university is now requesting authorization to open a physical administrative office in North Carolina on October 1, 2017 in Wake County.

In accordance with the *Rules and Standards: Licensing Nonpublic Institutions to Conduct Post-Secondary Degree Activity in North Carolina*, the General Administration staff followed the procedure outlined in Regulation 400.4.1 governing the review of previously licensed institutions seeking to open additional sites in North Carolina. An institution proposing to open an additional campus or site in North Carolina must provide an application for the proposed campus or site documenting that the institution is in compliance with, or intends to be in compliance with, the Rules and Standards at the proposed new campus or site. General Administration will then review the application for the proposed campus or site and, if appropriate, will respond in writing that the institution may proceed with its plans to open the new campus or site. This application should be presented at least six months prior to the date the institution proposes to open a campus or site in a new city or locality. **However, Western Governors University is requesting permission to open the proposed administrative office on October 1, 2017, which is sooner than the six - month threshold.**

PROPOSED ADMINISTRATIVE OFFICE

WGU has implemented six other “state-based universities” or “doing business as” locations in Indiana, Missouri, Nevada, Tennessee, Texas, and Washington. Beginning September 1, 2017, WGU proposes to implement the same model in North Carolina by operating in North Carolina under the name “Western Governors University North Carolina” or “WGU NC.” The model calls for a state-based chancellor who directs the overall state operational strategy and oversight for WGU’s operations in the state. The chancellor expands local access to WGU by building community connections through students, alumni,

and partnership alignments. It is important to note that WGU's operational headquarters in Salt Lake City, Utah will handle all academic and administrative processes for WGU North Carolina and no instruction will take place at WGU NC. The location in North Carolina is not a typical branch campus. The administrative office in North Carolina will house a chancellor and small staff to serve WGU's resident students in North Carolina.

RECOMMENDATIONS

In accordance with Regulation 400.4.1 of the *Rules and Standards*, General Administration staff conducted a desk review of the application, which does not require a site visit as prerequisite for approval. However, WGU is requesting special permission from the Board of Governors to open its administrative office as soon as October 1, 2017.

After reviewing the application, General Administration concludes that WGU is in compliance with the *Rules and Standards* and recommends that the university be licensed to open the administrative office in North Carolina on October 1, 2017.

Dr. Kimberly van Noort, Vice President for Academic Programs, Faculty, and Research, agrees with the Team's review and assessment of compliance. Thus, General Administration recommends licensure of the proposed administrative office to open on October 1, 2017.

A site visit to the North Carolina administrative office for Western Governors University will be performed within one calendar year of the date of approval, by a team of examiners with expertise in the field, to ascertain the institution's compliance with the *Rules and Standards*.

SUMMARY OF VISIT OF TEAM OF EXAMINERS FOR JOHNSON & WALES UNIVERSITY

BACKGROUND INFORMATION

Johnson & Wales University is a private, not-for-profit institution. It was founded as a business school in 1914 in Providence, Rhode Island. Johnson & Wales was granted university status by Rhode Island in 1992. The university maintains four campuses: Providence, RI, Denver, CO, Miami, FL and Charlotte, NC. The Charlotte campus was opened in 2004 and currently enrolls 2,218 undergraduate students.

The university is organized into the College of Arts and Sciences that houses English and Media and Communications Studies, the College of Culinary Arts that houses Applied Food Science and Beverage Management, the College of Online Education, the School of Hospitality, and the School of Business.

THE APPLICATION AND SITE VISIT

Johnson & Wales University is proposing to offer the following program at its Charlotte, NC campus:

- Bachelor of Science in Applied Food Science, Technology, and Innovation

Most courses will be offered on the Charlotte campus, although some may be offered through the university's College of Online Education, which is based in Providence, RI. Other programs were reviewed at the time of this site visit, but have already been approved by the Board of Governors.

In accordance with the Rules and Standards: Licensing Nonpublic Institutions to Conduct Post-Secondary Degree Activity in North Carolina, a team of examiners was appointed to review the application, visit the institution, and evaluate compliance with the licensure standards.

The team of examiners with expertise in the specific disciplines related to the proposed degree programs was comprised of:

- Mr. Wilson M. Stahl (Chair), Emeritus Professor, Western Carolina University, Cullowhee, North Carolina
- Dr. Tim Bajkiewicz, Associate Professor, Broadcast Journalism, Virginia Commonwealth University, Richmond, Virginia
- Dr. Charles Baker-Clark, Associate Professor of Hospitality & Tourism Management, Grand Valley State University, Allendale, Michigan
- Dr. Ron Finnell, Retired Chair and Associate Professor of Public Administration and Director, Southern Center for Studies in Public Policy, Clark-Atlanta University, Atlanta, Georgia
- Dr. Timothy Gallimore, Associate Vice President for Academic Planning and State Authorization, The University of North Carolina-General Administration, Chapel Hill, North Carolina (Ex-Officio)
- Dr. Prudence Layne, Associate Professor of English and Literature, Elon University, Elon, North Carolina
- Dr. Mitwe Musingo, Professor, College of Agriculture and Food Sciences, Florida A&M University, Tallahassee, Florida

The Team of Examiners conducted a site visit at Johnson & Wales University in Providence, RI on November 2, 2016. The Team evaluated the facilities and resources of the university during its site visit, and reports and documents before, during, and after the visit, including the following: Johnson & Wales University's licensure/compliance application and the accompanying exhibits, course syllabi, faculty credentials, library resources, budget data, annual financial reports, the university's Online Catalogs, and Learning Management System.

During the visit, the team of examiners met with numerous administrators, students, and faculty and staff members of Johnson & Wales University.

PROPOSED DEGREE PROGRAM

Bachelor of Science in Applied Food Science, Innovation, and Technology

The Applied Food Science, Innovation, and Technology program was developed by the faculty at the Johnson & Wales University Charlotte campus with input from qualified faculty across the university system, input from faculty in the Department of Food Science at North Carolina State University, individuals from the Dogwood Chapter of the Institute of Food Technologists, and experts within the food manufacturing industry. The degree requires students to successfully complete an A.S. degree in either Culinary Arts or Baking & Pastry Arts earning a total of 96 credits prior to entering the B.S. program. Within the B.S. program a total of 97.75 quarter credit hours are comprised of three general areas: major courses, related professional studies and the arts and science core experience.

RECOMMENDATIONS

After the site visit, the team of examiners submitted its *Report to the President of The University of North Carolina from the Team of Examiners to Review Johnson & Wales University's Proposed New Degree Programs and Previously-Licensed Degree Programs*.

In the report, the team of examiners included 16 recommendations and four suggestions addressing the degree programs. Suggestions, which are offered as best practices, do not indicate a lack of compliance with the *Rules and Standards*. A suggestion is written for the institution's benefit and it does not need to be implemented; however, the team recommendations must be implemented by the institution. The recommendations addressed issues of program curricula and content, information to be provided in course syllabi, laboratory facilities, faculty credentials, academic performance assessment, and information to be provided in the university's catalog/materials for North Carolina students.

The team of examiners ended its report by stating it will make its concluding recommendations to General Administration of The University of North Carolina regarding the licensing of the proposed degree program after it has received and reviewed Johnson & Wales University's response to the recommendations and suggestions contained in the report.

After receiving the Team of Examiners' report, Johnson & Wales University responded to the recommendations and suggestions. After reviewing the institution's response, the team agreed that recommendations have been implemented to the satisfaction of the team of examiners to recommend the Bachelor of Science in Applied Food Science, Technology, and Innovation.

Dr. Kimberly van Noort, Vice President for Academic Programs, Faculty, and Research, agrees with the Team's review and recommendations. Thus, General Administration recommends licensure of the proposed degree program, to be offered by Johnson & Wales at its Charlotte campus.

A site visit to the Charlotte campus of Johnson & Wales will be performed within two calendar years of the initiation of the new degree program, by a team of examiners with expertise in the field, to ascertain the institution's compliance with the *Rules and Standards*, including the recommendations contained in the report.

SUMMARY OF VISIT OF TEAM OF EXAMINERS FOR HARRISON COLLEGE- THE CHEF'S ACADEMY

BACKGROUND INFORMATION

Harrison College is a private for-profit institution located in Indianapolis, Indiana and received national accreditation in 1980 by the Accrediting Council for Independent Colleges and Schools (ACICS). The College was purchased by Educational Management Corporation (EMC) in 1986. The institution's name was changed to Harrison College in April 2009. EMC became incorporated under the laws of the State of Indiana and was authorized to do business as Harrison College as of January 13, 2012. The College has thirteen locations and six schools of study, with a total enrollment of 6,000 students and over 159 full-time students at the Morrisville, North Carolina campus.

The institution began offering a culinary arts program through The Chef's Academy (TCA) in 2006. TCA is a division of Harrison College and its main campus is located in Indianapolis, Indiana. In 2011, TCA established a campus in Morrisville. The Morrisville campus currently offers two degree programs, both licensed by North Carolina. These programs are the Associate of Applied Science (AAS) in Culinary Arts and the AAS in Pastry Arts. TCA is accredited by the American Culinary Federation Education Foundation (ACFEF).

THE APPLICATION AND SITE VISIT

Harrison College has applied for licensure to offer the following two additional degree programs at its Morrisville campus (TCA – NC):

- Diploma in Culinary Arts
- Diploma in Pastry Arts

TCA-NC offers most of its classes on-site, though a limited number of courses are offered online at Morrisville exclusively for students enrolled in the proposed diploma programs.

In accordance with the Rules and Standards: Licensing Nonpublic Institutions to Conduct Post-Secondary Degree Activity in North Carolina, a team of examiners was appointed to review the application, visit the institution, and evaluate compliance with the licensure standards.

The team of examiners with expertise in the specific disciplines related to the proposed degree programs was comprised of:

- Dr. Laurel A. Files (*Chair*), Emeritus Professor of Health Policy and Management, University of North Carolina at Chapel Hill; Chapel Hill, North Carolina
- Bernadette Hereth, Certified Public Accountant; Columbia, Missouri
- Caralyn House, Lead Instructor, Baking & Pastry Arts, Wake Technical Community College; Raleigh, North Carolina
- Julia Shaw-Kokot, Assistant Department Head for User Services (Retired), Health Sciences Library, University of North Carolina at Chapel Hill; Chapel Hill, North Carolina

- Dr. Timothy Gallimore, Vice President for Academic Planning and State Authorization, The University of North Carolina-General Administration; Chapel Hill, North Carolina (*Ex-Officio*)

The Team of Examiners conducted a site visit at TCA in Morrisville, North Carolina on November 14, 2016. The Team evaluated the facilities and resources of the campus during its site visit and also reviewed the following reports and documents before and during the visit: TCA's licensure/compliance application and the accompanying exhibits, curricula for the degree programs under review, course syllabi, faculty credentials, library resources, budget data, annual finance reports, *2016-2017 Harrison College Catalog* (revised 09-26-16), *Employee Handbook* (revised October 2014), and *2014-2015 Student Handbook*. During the visit, the Team of Examiners met with numerous administrators, students, and faculty and staff members of TCA.

PROPOSED PROGRAMS

Diploma in Culinary Arts and Diploma in Pastry Arts

The Chef's Academy culinary arts curricula are designed to provide a "foundation of fundamental cooking techniques necessary to begin working in the industry as professional kitchen staff, line cooks and assistant pastry chefs." The two proposed diploma programs are based on the two licensed associate of applied science degree programs in culinary arts, and pastry arts. The diploma students will take eight of the same foundation and specialty courses required in the AAS programs, plus an externship and one of the approved general education courses. In terms of quarter credit-hours, the diploma programs are exactly 50% shorter than the associate degree programs, spanning 40 weeks (four terms).

The culinary and pastry diploma programs are designed to adequately achieve the mission of graduating students in four ten-week periods. The campus president noted that the industry requires employees to have some formal education, but not necessarily the longer degree program. The diploma programs can also be seen as feeders for the degree programs.

RECOMMENDATIONS

After the site visit, the team of examiners submitted its *Report to the President of The University of North Carolina from the Team of Examiners to Review The Chef's Academy's Proposed Programs*. In the report, the Team of Examiners included 26 recommendations and two suggestions addressing the two proposed diploma programs. Suggestions, which are offered as best practices, do not indicate a lack of compliance with the *Rules and Standards*. A suggestion is written for the institution's benefit and it does not need to be implemented; however, the team recommendations must be implemented by the institution. The recommendations addressed issues of program curricula and content, information to be provided in course syllabi, faculty credentials, the tuition guaranty bond, and information to be provided in the university's catalog/materials for North Carolina students.

The Team of Examiners ended its report by stating it will make its concluding recommendations to the General Administration of The University of North Carolina regarding the licensing of the proposed degree programs after it has received and reviewed TCA's response to the recommendations and suggestions contained in the report.

After receiving the Team's report, TCA responded to the recommendations and suggestions. After reviewing the institution's response, the team agreed that all 26 recommendations have been

implemented to the satisfaction of the Team of Examiners, and the Team recommends that TCA be licensed to offer the two diploma programs requested.

Dr. Kimberly van Noort, Vice President for Academic Programs, Faculty, and Research, agrees with the Team's review and recommendations. Thus, General Administration recommends licensure of the proposed two diploma programs listed above, to be offered by The Chef's Academy at Harrison College in Morrisville, North Carolina.

A site visit to The Chef's Academy in Morrisville will be performed within two calendar years of the initiation of the new degree programs, by a team of examiners with expertise in the field, to ascertain the institution's compliance with the *Rules and Standards*, including the recommendations contained in the report.

AGENDA ITEM

A-5. Annual Report on Committee Activity: July 2016 – June 2017Junius Gonzales/Anna Nelson

Situation: During the last committee cycle (July 1, 2016, through June 30, 2017) the Committee on Educational Planning, Policies, and Programs met in (7) seven regular meetings.

Background: The Committee approved the establishment of four new doctoral, five new master's, and nine new baccalaureate programs, as well as the discontinuation of three baccalaureate, seven master's, and one doctoral programs. Five reports were approved and 21 reports/topics were presented. Other Board actions included the approval of the renaming of two schools (University of North Carolina at Greensboro and University of North Carolina at Pembroke), approval of an AFA to BFA Articulation Agreement, approval of the Undergraduate Degree Completion Improvement Plan, and the regular licensure of thirteen institutions to offer degree programs in North Carolina. The Committee also restricted the license of one institution. In addition, the Committee spent significant time developing recommendations for the Student Success portion of the Strategic Plan.

Assessment: The above is a brief summary of the Annual Report on Committee Activity for the fiscal year July 2016 – June 2017.

Action: This item is for information only.

DUTIES AND MEMBERSHIP

It is the duty of the Committee on Educational Planning, Policies, and Programs Committee to receive advice and recommendations of the President and, in turn, make recommendations to the Board of Governors in all areas pertaining to the development of a coordinated system of higher education in North Carolina, including:

- (a) the definition of mission and assignment of functions of each constituent institution;
- (b) the review of requests for the initiation of new degree programs and recommendations for the termination of existing programs;
- (c) the provision of supportive services, facilities, and other resources for the instructional, research and public service programs of the constituent institutions;
- (d) the review of policies affecting educational programs and academic affairs;
- (e) matters concerning the involvement of students in the University and in university life;
- (f) the review of matters concerning health affairs in the University; and
- (g) the review of matters concerning the utilization of information technology in furtherance of the University's mission.

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

The Committee on Educational Planning, Policies, and Programs was composed of the following members: Ms. Pearl Burris-Floyd; Ms. Hannah D. Gage, Emerita; Mr. Thom C. Goolsby; Joseph T Knott III; Ms. Anna S. Nelson; Dr. Joan T. Perry; Mr. Therence O. Pickett, Mr. William Webb, Ms. Laura I. Wiley; Mr. Michael L. Williford; Ms. Anna S. Nelson served as Chair; Ms. Laura I. Wiley as Vice Chair; and Mr. Therence O. Pickett as Secretary. Chancellor Frank Gilliam (UNCG), Chancellor Elwood Robinson (WSSU), Chancellor Todd Roberts (NCSSM), Chancellor Jose Sartarelli (UNCW) and Ms. Madeline Finnegan (*student*) also served on the Committee.

ACTIONS

The Committee met in seven (7) regular meetings between July 1, 2016 and June 30, 2017. The major actions of the Committee are summarized as follows:

Academic Program Development

The Committee recommended and the Board of Governors subsequently approved the establishment of the following new doctoral degree programs on the dates indicated:

	Institution	Degree Level	Program Title	CIP #	Committee Approved	Board Approved
1.	NCSU	D. Des	Doctor of Design	04.0401	9/7//16	9/9/16
2.	UNC-CH	Ph.D.	Doctor of Philosophy in Health Information	51.2706	9/7/16	9/9/16
3.	NCSU	Ph.D.	Doctor in Geospatial Analytics	30.0601	5/18/17	5/19/17
4.	ECU	Ph.D.	Doctor in Public Health	51.2201	5/18/17	5/19/17

The Committee recommended and the Board of Governors subsequently approved the establishment of the following new baccalaureate and master's degree programs on the dates indicated:

	Institution	Degree Level	Program Title	CIP #	Committee Approved	Board Approved
1.	NCCU	BA	Interdisciplinary Studies	24.0101	7/25/16	7/29/16
2.	UNCC	MS	Cybersecurity	11.1003	7/25/16	7/29/16
3.	UNCC	MS	Respiratory Care	51.0908	10/10/16	10/14/16
4.	ECSU	BA	Arts in Interdisciplinary Studies	30.0000	11/29/16	12/2/16
5.	UNCC	BS	Health Systems Management	51.0701	11/29/16	12/2/16
6.	UNCW	MS	Data Science	11.0802	11/29/16	12/2/16
7.	UNCW	BA	Music in Music Education	13.1312	3/2/17	3/3/17
8.	ECSU	BS	Special Education	13.1001	3/2/17	3/3/17
9.	UNCW	BA	Digital Arts	50.0102	5/15/17	5/19/17
10.	ECSU	BS	Emergency Management	43.0302	5/15/17	5/19/17
11.	UNC-CH	MPS	Digital Curation	11.0401	5/15/17	5/19/17
12.	UNCC	MS	Management	52.0201	5/15/17	5/19/17
13.	UNCG	BS	Integrated Professional Studies	30.9999	5/15/17	5/19/17
14.	NCSU	BS	Agroecology and sustainable Food Systems	01.0308	5/15/17	5/19/17

The Committee recommended and the Board of Governors subsequently approved the discontinuation of the following baccalaureate and associates degree programs on the dates indicated:

	Institution	Degree Level	Program Title	CIP #	Committee Approved	Board Approved
1.	ECSU	BS	Industrial Technology	15.0612	7/25/16	7/29/16
2.	UNCP	BA	Art Education	13.1302	7/25/16	7/29/16
3.	UNCC	BS	Economics, Social Sciences	45.0601	3/2/17	3/3/17

The Committee recommended and the Board of Governors subsequently approved the discontinuation of the following master's degree programs on the dates indicated:

	Institution	Degree Level	Program Title	CIP #	Committee Approved	Board Approved
1.	NCCU	MA	Arts in English, Secondary Education	13.1305	9/7/16	9/9/16
2.	NCCU	MS	Science in Mathematics, Secondary Education	13.1311	9/7/16	9/9/16
3.	NCCU	MS	Chemistry, Secondary, Education	13.1323	9/7/16	9/9/16
4.	NCCU	MA	Arts in History, Secondary Education	13.1328	9/7/16	9/9/16
5.	NCSU	MS	Electrical Engineering	14.1001	1/12/16	1/13/16
6.	NCSU	MS	Specialized Veterinary Medicine	51.2501	1/12/16	1/13/16
7.	UNCC	MAEd	Health Promotion	51.2207	3/2/17	3/3/17

The Committee recommended and the Board of Governors subsequently approved the discontinuation of the following doctoral degree program on the dates indicated:

	Institution	Degree Level	Program Title	CIP #	Committee Approved	Board Approved
1.	WCU	Ed.S	Education Leadership	13.0401	5/17/17	5/19/17

There were a total of 18 programs for establishment and 11 programs approved for discontinuation or merger for the year July 1, 2016 through June 30, 2017.

Reports Received and Adopted

The Committee and the Board of Governors approved the following reports:

	Reports	Committee Approved	Board Approved
1.	Annual Report of the Educational Planning Committee	9/7/16	9/9/16
2.	Cambridge Course Weighting	10/10/16	10/14/16
3.	Resolution on Delegation of Authority to Plan Lab Schools	10/10/16	10/14/16
4.	Biennial Productivity Review Thresholds	10/10/16	10/14/16
5.	UNC Undergraduate Degree Completion Improvement Plan	12/1/16	12/2/16
6.	AHEC Annual Report on Primary Care Physicians	12/1/16	12/2/16
7.	AFA-BFA Uniform Articulation Agreement	5/18/17	5/19/17

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

	Reports / Topics	Presented to Committee
1.	Strategic Plan Working Documents: Benchmark I	7/28/16
2.	Community Precepting Crisis in North Carolina	7/28/16
3.	Consideration of Student Success Definition – Benchmark I	9/8/16
4.	Strategic Plan Working Documents: Benchmark II	9/8/16
5.	Strategic Plan Working Documents: Summary Memorandum	10/14/16
6.	Strategic Plan Working Documents: Draft Goals	10/14/16
7.	Consideration of Working Draft and Public Input	12/1/16
8.	Consideration of Working Targets	12/1/16
9.	Lab Schools Report	12/1/16
10.	Consideration of Working Draft and Public Input	12/1/16
11.	Academic Advising Subcommittee Draft Report	1/12/17
12.	President's Report on Research and Sponsored Programs	3/2/17
13.	Faculty Teaching Workload Report	5/18/17
14.	Optimizing Advising for Students Success	5/18/17
15.	Laboratory Schools Report	5/18/17
16.	UNC Intercollegiate Athletics Report	5/18/17
17.	Centers and Institutes Interim Report	5/18/17
18.	Report on the Task Force on the Future of Online Learning at UNC	5/18/17
19.	Recommended Findings and License Restrictions for Charlotte School of Law	5/18/17

Others Board Actions:

	Topics	Presented to Committee	Board of Governors
1.	Renaming of a School – UNC Greensboro School of Music, Theatre and Dance be renamed to the College of Visual and Performing Arts	7/25/2/16	7/29/16
2.	Regular licensure of <u>South College-Asheville</u> to offer post-secondary degree program in North Carolina: Associate of Applied Science in Health Science	9/7/16	9/9/16
3.	Regular licensure of <u>South College-Knoxville</u> to offer post-secondary degree program in North Carolina: Master of Health Science in Physician Assistant Studies	10/10/16	10/14/16
4.	Regular licensure of <u>Miami International University of Art & Design</u> to designate the Art Institute of Charlotte and the Art Institute of Raleigh-Durham as branch campuses offering post-secondary degree programs in North Carolina.	11/29/16	12/2/16
5.	Regular licensure of <u>Northcentral University</u> to offer post-secondary degree programs in North Carolina: Master of Education (PK-12 Principal Leadership Specialization); Master of Arts in Marriage and Family Therapy	11/29/16	12/2/16

	Topics	Presented to Committee	Board of Governors
6.	Regular licensure of <u>Western Governors University</u> to offer the following post-secondary degree programs in North Carolina: Bachelor of Science, Business Management, Bachelor of Science, Business, (3): Healthcare Management, Human Resource Management, and Information Technology Management, Bachelor of Science, Marketing Management, Bachelor of Science, Accounting, Master of Science, Master of Science, Management and Leadership, Master of Business Administration, MBA, Information Technology Management, Healthcare Management, Bachelor of Science, Information Technology, Information Technology, Network Administration, and Security, Bachelor of Science, Software Development, Bachelor of Science, Health Informatics, Master of Science, Cybersecurity and Information Assurance, Master of Science, Information Technology Management, Bachelor of Science, Nursing (RN TO BSN)	11/29/16	12/2/16
7.	UNC Pembroke Renaming of a School: School of Graduate Studies renamed to The Graduate School.	11/29/16	12/2/16
8.	North Carolina School of Science & Math Mission Statement approval of revised mission statement.	11/29/16	12/2/16
9.	UNC Policy Waiver for AIMS Microgrants	11/29/16	11/30/16
10.	Charlotte Teacher Early College	3/2/17	3/3/17
11.	Regular licensure of <u>Chamberlain College</u> to offer the following post-secondary degree program in North Carolina: Master of Health Science in Physician Assistant Studies, Graduate Certificate in Nursing Education, Graduate Certificate in Nursing Informatics	3/2/17	3/3/17
12.	Regular licensure of <u>Living University</u> to offer the following online degree program in North Carolina: Associate of Arts degree, Baccalaureate degree minor in business, Baccalaureate degree minor in communication, Undergraduate courses in the arts and sciences, business and professional disciplines (accounting, business, education, nutrition, and physical education)	3/2/17	3/3/17

	Topics	Presented to Committee	Board of Governors
13.	Regular licensure of <u>Western Governors University</u> , to offer the following post-secondary teacher education degree programs online in North Carolina: Bachelor of Arts, Interdisciplinary Studies (K-8), Bachelor of Arts, Special Education (K-12) • Bachelor of Arts, Mathematics (5-9) and Mathematics (5-12,) Bachelor of Arts, Science, Science (5-9), Biological Science (5-12), Chemistry (5-12), Geosciences (5-12), and Physics (5-12), Post Baccalaureate Teacher Preparation, Elementary Education(K-8), Mathematics (5-9) and (5-12), Science (5-9) and (5-12), and Social Science (5-12), Master of Arts in Teaching , Elementary Education (K-8), Mathematics (5-9) and (5-12), Science (5-9) and (5-12), Social Science (5-12), and English (5-12), Master of Arts, Mathematics Education: K-6, 5-9, and 5-12, Master of Arts, Science Education, Science Education (5-9), Biological Sciences (5-12), Chemistry (5-12), Geosciences (5-12), and Physics (5-12), Master of Science, Special Education (K-12), Endorsement Preparation Program, English Language Learning, English Language Learning (PREK-12), Endorsement Preparation, Program, Education Leadership, Master of Science, Education Leadership, Master of Science, Curriculum and Instruction, Master of Education, Instructional Design, and Learning and Technology	3/2/17	3/3/17
14.	Proposed Policy on Involvement of Centers and Institutes in Legal Actions	3/2/17	3/3/17
15.	Regular licensure of <u>Northeastern University</u> to offer the Master of Legal Studies degree online and the Master of Science in Innovation degree in North Carolina.	5/18/17	5/19/17
16.	<u>Miami International University of Art and Design</u> is requesting authorization to continue its current license under the new ownership of the Dream Center Foundation.	5/18/17	5/19/17
17.	<u>South University</u> requested authorization to continue its current license under the new ownership of the Dream Center Foundation.	5/18/17	5/19/17
18.	Regular licensure of <u>Johnson & Wales University</u> to offer the following degree programs: Bachelor of Science in Beverage Industry Operations and Retail Management and Bachelor of Arts in English. Most courses will be offered on the Charlotte campus, although some may be offered through the university's College of Online Education, which is based in Providence, Rhode Island.	5/18/17	5/19/17
19.	Regular licensure of <u>Walden University</u> to offer the following online degree programs: Doctor of Philosophy (Ph.D.) in Counselor Education and Supervision in North Carolina.	5/18/17	5/19/17
20.	Regular licensure of <u>South College (Knoxville Campus)</u> to offer clinical experiences in North Carolina for the Doctor of Pharmacy degree and Doctor of Physical Therapy degree.	5/18/17	5/19/17
21.	Regular licensure of <u>Boston University</u> to offer the online Master of Social Work degree program with concentrations in Clinical Practice and Macro Practice.	5/18/17	5/19/17
22.	UNC-TV – Delegation of Authority	5/18/17	5/19/17
23.	Delegation of Authority to Take Action on Licensure Determinations	5/18/17	5/19/17

AGENDA ITEM

A-6. NCCU Bachelor of Science in Nursing Improvement Plan.....Junius Gonzales

Situation: In 2015 and 2016, graduates of the North Carolina Central University's Bachelor of Science in Nursing program achieved a 68% pass rate on the National Council Licensure Examination (NCLEX) for first-time writers. This pass rate triggers review of the program by the North Carolina Board of Nursing (NCBON) and by UNC General Administration.

Background: UNC Policy 400.1.7 requires the evaluation of any BSN program whose graduates do not achieve an annual passing rate of 85% on the NCLEX for first-time writers for two consecutive years. For programs whose graduates do not achieve a passing rate of 75% for two consecutive years, the President may ask the Board to act. NCCU has submitted an improvement plan to the North Carolina Board of Nursing and has received approval of that plan. A revised plan was submitted to UNC General Administration.

Assessment: The improvement plan submitted by NCCU meets the requirements of the NCBON. The NCBON requires that a program's three-year average be at least 95% of the national passing rate in order to remain in good standing. The NCBON pass rate for 2015 and 2016 was 81%. Results thus far for 2017 indicate a substantial improvement of test scores with 82% of first-time takers passing the test as of June 30, 2017. Approval of the improvement plan is recommended.

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

North Carolina Central University
Department of Nursing

Program Assessment and Improvement Plan for Low
NCLEX Pass Rate

Submitted by
Wanda K. Lawrence, RN, PhD, Chair, NCCU Department of Nursing

March 10, 2017

Revised: August 21, 2017

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Introduction

The Department of Nursing at North Carolina Central University (NCCU) provides an essential service to improve the quality of life for all people through outstanding educational programs, research and scholarly endeavors, and community service. The nursing profession plays a key role in meeting the care and medical needs of a diverse population. The critical role of nurses is even more evident as the health care system continues its transformation into an affordable, accessible and quality system.

The baccalaureate nursing program at NCCU, a constituent institution of the University of North Carolina, is a critical contributor to an effective healthcare future for the state as well as the nation. As part of its mission to prepare students to be excellent nurses in a variety of care settings, the Department of Nursing offers four leading nursing options, resulting in a Bachelor of Science in Nursing degree: traditional, accelerated, veterans, and RN – BSN. The Veterans nursing option was implemented in the summer, 2016 as a result of a Health Resources and Services Administration (HRSA) grant. This nursing degree option follows the same curriculum as the traditional nursing option. The RN-BSN nursing option is available only to nurses who have an Associate degree in Nursing or a diploma. Many of these students' courses are transferred from their previous education. The students are already licensed as a registered nurse; thus this program is not impacted by the licensure results of the North Carolina Board of Nursing (NCBON). The program assessment and improvement plan discussed herein therefore will focus only on the traditional nursing and the accelerated nursing options, of which the 2015-2016 graduates were enrolled.

Overview of the Department of Nursing

The Department of Nursing has the physical, technical and financial resources and services that are essential to support the success of the program. The course of study takes place in a 68,000 square foot state-of-the-art building that is housed with technologically smart classrooms and computer laboratories. The department also has a Clinical Learning Resource Center consisting of the Skills and Simulation Labs that supports the instructional program of NCCU's Department of Nursing by providing a facility for faculty to incorporate simulated patient experiences and nursing skills into the students' clinical experience before they encounter real patients. The 12,272 square feet Clinical Learning Resource Center, a "realistic hospital setting" known as Eagle General Hospital, is a state-of-the art simulation environment. The space contains three clinical skills training labs ("hospital wards"); four simulation labs (individual care rooms); three observational/control rooms (with one-way mirrors associated with the "individual care rooms") and two debriefing rooms. Each room is equipped with enhanced video-taping and replay capabilities (Learning Management System). There are high-fidelity simulators (six adults, one child, and two infant) and a birthing simulator that provide a variety of simulated clinical experiences ranging from homecare to critical care - allowing for a realistic and safe practice environment. In addition, ten static manikins and/or low-fidelity simulators (in training labs) provide for endless possibilities for clinical/skills simulations that may range from a few minutes to days and weeks in length. Thus, the environment is enhanced with resources to facilitate the students' learning and professional success.

The Department of Nursing has fifteen full-time and three part-time faculty in the classroom and ten clinical adjuncts. There are currently two vacancies for full-time faculty positions. Five of the full-time faculty members hold a doctoral degree and ten of the full-time

faculty members hold a master's degree (two hold non-nursing masters). Two of the part-time faculty members hold doctoral degrees and the remaining eight faculty members hold masters in nursing degrees. The faculty with the non-nursing master's degrees assist faculty to support the simulation and laboratory experiences. The majority of the faculty members have been employed in academia for greater than three years. There are three new faculty members who began January 2017, and who are "new" to academia.

The department is led by a full-time chair who is credentialed and who has fourteen years of experience in academia. Non-teaching workload hours are supported by NCCU's administration to allow the chair sufficient time for program organization, administration, and continuous overview of the nursing program. In the chair's previous role, she served in both faculty as well as administrative positions and was coordinator for global studies in nursing as well as the coordinator for senior experiences, facilitating activities to help enhance critical thinking.

Performance of the Department of Nursing

The department has undergone recurring leadership change over the past six years. During these years, the department experienced four different chairs either in permanent or interim positions.¹ As a result, faculty and student expectations have varied due to the changes in admission criteria, as well as academic and operational policies that are affected with each new leader's approach and philosophy. We believe this pattern has contributed to the department's unstable NCLEX pass results for the past few years. The 2010 – 2012, three-year average was 85 compared to the 2013 – 2015 three-year average of 76. It appears that the success rates of the

¹ From 2009-2011, an interim chair served until a chair was selected in 2011. That chair served until June 2014. A faculty member again served as interim from July 2014 – June 2015. From June to August of 2015, there was not a chair or interim chair in the position. The current chair accepted the position as chair in August 2015.

program have declined since 2012 as indicated in Table 1.

Table 1. NCLEX Year-End Passage Rates for NCCU 2010-2016

2010	2011	2012	2013	2014	2015	2016
81	81	93	70	90	68	68

Changes in leadership may have negatively impacted both faculty performance and overall program outcomes during this period. At the end of 2015, the average NCLEX pass rate was 90% and the three-year average (2013 – 2015) pass rate for the bachelor's degree in Nursing graduates was 76%, whereas 95% of the three-year average national pass rate for NCLEX-RN is 79%. (Table 2).

In reviewing the data for 2015, it should be noted that for the 3rd quarter of 2015, there were only three first-time takers and neither of them were 2015 graduates. They all failed the exam resulting in zero percent for that quarter. These students graduated in 2013 and 2014, and their poor performance negatively affected the end-of-year results and three-year average. As a result, NCCU presented an Improvement Plan to the North Carolina Board of Nursing in March 2016.

Table 2: NCLEX 3-year Average 2013 – 2015

	2013	2014	2015	3 YR average
National pass rate	83	82	85	83
NC pass rate	79	78	81	79
NCCU pass rate	70	90	68	76

Actions Taken During the 2015 – 2016 Academic Year

As part of the Improvement Plan, the department implemented strategies specifically for the 2016 senior students to enhance their critical thinking skills and readiness for the NCLEX. At the beginning of the fall 2015 semester, the department's priority goals were to complete an overall assessment of faculty, students and the curriculum. The chair met with 51% of the seniors scheduling one-on-one meetings to obtain input from them as to their perception of their education program as well as their strengths and weaknesses. She then met with each faculty member to understand their experiences, challenges and goals. Town hall meetings occurred with the 2016 seniors at multiple times throughout the academic year.

From the meetings held with senior students, it was evident that they were dissatisfied with the changes in testing policies for the Department of Nursing. They stated that test administration was inconsistent, as well as the test format. The format varied from course to course, as well as even within the same course. Specifically, the English as a Second Language students requested additional time on exams. The revised testing policies provided a time limit for test administration as well as test structure to align more with the nursing licensure exam that students are required to complete after graduation. Students were concerned with “not having enough time” to complete an exam. While the time frame for testing varied from 1.5 to 2 minutes per question, NCLEX allows only 1.35 minutes per question. The revised testing policy at NCCU now allows only 1.2 minutes per question so that students are better equipped to move through the NCLEX exam. Consistency in testing is crucial to success.

The accreditation agency requires that the curriculum is consistent to meet the End of Program Student Learning Outcomes (EPSLO). According to the criteria of the accrediting agency, evaluation competencies must measure the achievement of EPSLOs. There was no

consistency in terms of how many questions to use on tests or exams as this varied from faculty to faculty. Faculty were using test items from a test bank rather than writing their own test items. Faculty constructed test items are better aligned with the scope of each course. Faculty acknowledged that they were not comfortable writing test items. Faculty were also inconsistent in the amount of time given to students to complete quizzes and exams. It is critical that exams are constructed in a manner that mirrors, as close as possible, the type of questions on the National Council Licensure Exam (NCLEX). Several exams were reviewed to discover that many of the questions, even at the senior level, were constructed as “knowledge-based” versus a higher level of thinking (application, synthesis, analysis and evaluation of information), as reflected on the licensure exam. Students begin the junior year completing “knowledge-based” questions and then advance to application, synthesis and evaluation, as indicated in Bloom’s taxonomy.

Pedagogical styles used by faculty in the classroom were not actively engaging the students; instead, faculty members were generally just reviewing power point presentations which they provided to the students. Students thus relied on power points for memorization and preparation of the test, rather than reading the text books for understanding of critical concepts. Students acknowledged that the fall 2015 semester was the first time they were exposed to higher-level thinking questions. Lastly, from conversations with students and faculty, it was apparent that the clinical evaluation tools were used inconsistently in scoring and evaluating students in the clinical setting.

Based on this information, the department updated its policies and approaches to address these areas of concern. A plan was put in place to assist the students to be more successful in the classroom and on the NCLEX. As examples, faculty were provided tools to assist in writing well

developed NCLEX–style questions on an application and synthesis level. Several workshops occurred for faculty to learn how to enhance their teaching styles in order to better engage students to think critically.

Students were also provided access to assessment programs with several practice questions. They all took a comprehensive predictability exam, and students who scored below the benchmark were assigned a “faculty mentor” to assist them in strengthening their weaker areas. The students were also asked to complete an assignment developing a plan to strengthen their identified weaker areas as indicated on a comprehensive predictability exam. In addition, students who scored below benchmark were presented a plan that included practicing at least 50 NCLEX style questions daily with time for remediation of questions missed.

Despite these efforts and the prior feedback from the students, many of the senior students did not ‘buy into’ the plan and did not rigorously follow the approaches described above. We found also that some students tend to wait too long prior to taking the NCLEX, despite efforts to encourage them to take the exam by the end of July. Research reveals that the longer a student waits to take the licensure exam post-graduation, the lower the success rates, as is the case with most standardized exams.

There were many challenges with the 2016 graduating class. The ‘stronger’ students completed the NCLEX in June and the second quarter results showed 28 first-time takers with 23 passing, yielding 82% for that quarter. However, the third quarter report from 2016 reflected a decrease in that while again 28 students took the exam (first time) only 14 passed, resulting in 50% for that quarter. Of these 14 graduates, three (21%) failed at least one nursing course. Eight (57%) were non-native English speakers. At the end of 2016, four May 2016 graduates still had not taken the NCLEX (Table 3).

Table 3: NCLEX 2016 Quarterly results

QUARTER	NUMBER 1ST TIME	NUMBER PASS	NUMBER FAIL
1st (Jan 1 -March 30)	1	1 (100%)	0
2 nd (April 1 – June 30)	28	23 (82%)	5 (18%)
3rd (July 1 - Sept 30)	28	14 (50%)	14 (50%)
4th (Oct 1 - Dec 30th)	0	0	0

As a result of the poor student performance on the 2016 NCLEX, the final result for that year was 66%, resulting in two years in a row of not meeting the benchmark as established by the NCBON. The three-year average for 2014 – 2016 was 75%, which was lower than 95% of the national average (Table 4).

Table 4: Three Year NCLEX results (2014 – 2016)

	2014	2015	2016	3 YR average
National Pass rate	82	85	85	84
NC pass rate	78	81	81	80
NCCU pass rate	90	68	68	75

Addressing NCCU's Declining NCLEX Scores

As a first step in addressing its students' declining NCLEX scores, the department initiated a close monitoring of the 2013-2014 graduating classes' performance on the NCLEX. The goal is to identify the best predictors of student success, as well as to identify contributing factors for low NCLEX scores in order to effect positive outcomes for current and future students. A graduate assistant began work with the Department of Nursing in fall 2016 to analyze data on graduates since 2013. Correlation tests are being used to identify relationships between NCLEX success and first time math and science success, pre-assessment scores and GPA upon nursing admission and at graduation. In addition, final grades in critical courses (Medical-Surgical) and completion of practice exams recommended for success also have been analyzed. Initial data of each cohort does show some correlation to strong "math/science" skills and GPA as predictors of success. In addition, students who completed assessment exams and practice NCLEX questions as recommended passed the NCLEX more often than graduates who did not. More analysis is currently occurring to gain aggregate data of all cohorts combined (2013 – 2016).

Improvement Plan

The department conducted an overall review of the department's curriculum in fall 2015, the results of which informed the implementation of a revised curriculum in 2016-2017. We expect this revised curriculum will improve the students' ability to make connections between courses. As discussed further below, the revised curriculum, improvement of teaching styles of faculty, revision of departmental policies, and the faculty's ability to develop relevant and representative items for the exams are the cornerstones of the improvement plan that will enhance NCLEX success.

Nursing Curriculum

A departmental task force was established in September 2016 to undertake a thorough evaluation and review of the current curriculum. The task force was provided information from three main sources: the Baccalaureate Essentials, the IOM competencies for nursing education, and the 21st century skills competencies. They were asked to read and review the material prior to the second meeting. Every course in the curriculum was reviewed and compared to content within these three resources. The task force also reviewed nursing curricula from three other nursing schools whose programs were in good standing with NCLEX pass rates. The task force reviewed each course for its purpose as it relates to preparing our students for 21st-century nursing. In addition, clinical adjuncts were included in some of the discussions related to clinical experiences and evaluations. Faculty input was solicited throughout the review process.

After a thorough review, the task force identified a lack of or minimal amount of information on the topics of leadership, health policy, finance, informatics, and quality and safety. As examples, information on geriatrics was not consistently taught/integrated throughout the curriculum; the accelerated track curricula differed from that of the traditional track in the types and placement of courses; there were variations found in the syllabi for different nursing courses; accelerated students were taking senior level courses without completing the junior level; and essential content was not integrated throughout the curriculum.

Another possible contributing factor for low NCLEX scores may be that some courses were only offered once per academic year. If students failed a course, they had to wait a year before repeating the course, without a remediation plan to assist the student to retain information learned in previous courses.

The task force presented recommendations to strengthen the nursing program, such as:

- Offering core courses each semester (rather than once a year);
- Requiring students who are not enrolled in nursing courses for more than one semester to take an independent course to remediate;
- Adding a course to focus on the care of the older adult;
- Expanding the Leadership and Management course for seniors to include topics on health care policy, finance and ethics; and
- Creating a policy that establishes the number of times students can take the pre-admission assessment exam.

Faculty Improvement

Senior students stated in 2015 and also in 2016 that teaching styles of the faculty varied and many times the class presentations were read from power point slides. Students acknowledged that they had participated in an external exam for assessment, but no one reviewed the results with them and they had not seriously reviewed the results to identify weak areas. Faculty were not consistently available for the students to address questions related to content taught. According to the students, clinical instruction was not integrated with what they learned in the classroom. If critical thinking is not enhanced in the clinical setting, and classroom and clinical teaching is not integrated, this could contribute to low NCLEX scores. To address these concerns and help improve faculty teaching, faculty were required to attend the following workshops:

- Pedagogical workshops – Dr. Malone, Spring 2016
- Writing NCLEX style questions –Loretta Manning, August 2016
- Teaching & Learning Series - Dr. Sarah Reives, October–December 2016 (2 per month)

- NCLEX testing workshop – Dr. Lawrence, November 2016
- Teaching students to think critically - January 2017
- Engaging students in the classroom – Dr. Kagan, January 7-8, 2017

Also in fall 2016, the department implemented a plan for mentoring of new faculty.

Revision of Policies

A policy and advisory committee was established to review all departmental policies. Policies related to students and instruction were reviewed as the first priority. Policies reviewed included focus on attendance, course progression, admission, testing guidelines, grading, and clinical evaluation. The review indicated that the attendance policy for class and clinical was not stringent enough to decrease clinical absences and that students were frequently missing clinical with very little or no consequences. Clinical experiences enhance critical thinking and assist the students to apply what they learn in the classroom, thus attendance in clinical is critical.

The course progression policy was not adhered to in that students were allowed to fail courses in lower division or in nursing and still progress. In the fall semester of 2015, the chair was approached by approximately ten students who had failed courses or taken medical leave with a request to return to the nursing program. Some of these students had been out of nursing courses for two years or more. Three of these students had already been told and presented evidence that they could return to nursing. The lapsed time since the students had completed nursing courses was very concerning. Some of these students had failed courses, but because of different circumstances were allowed to return to the program (as seniors), which is not in compliance to the course progression policy. In 2014, nine students failed a course, and were permitted to retake the course in summer 2014. Four (44%) of these students failed the first time and two of them completed the exam in fall 2015. One of the students who was admitted to begin the nursing

program in the fall 2015 had failed three lower-division courses, but was allowed to continue. In addition, students were allowed to float from the traditional option to the accelerated option if it resulted in their continuing the program. For example, if a student failed a course in the traditional option, the student was allowed to take the course in the accelerated option.

As a result of the review, the department adopted policies designed to decrease these practices. Attendance policies were enforced for clinical. Students must remediate if absent from nursing for a semester. Orientation for clinical adjuncts is required at the beginning of each semester to ensure that all faculty understand policies and procedures, scope and sequence of the curriculum and operating on one accord.

A review of admission criteria revealed that adherence to the policy was not consistent. Although criteria for admission were established, faculty members confirmed that some students were allowed to be admitted with special consideration. One of the criteria for admission is scoring a specific score on an assessment. Faculty members noted that, occasionally, students were allowed to repeat this test up to three times in order to get a score that will meet the admission guidelines.

The admission policy for accelerated students, changed to admit stronger students, was implemented in fall 2016. The admission criteria will be revisited at the spring retreat in 2017, after the data is compiled and completely analyzed.

The admission process for veterans is the same as the traditional nursing students. RN-BSN students receive General Education credits from their previous education. Since these students already have registered nurse license, the admission GPA of 2.5 is congruent with the university admission policy.

Summary of Actions Taken to Strengthen the Nursing Program

Curriculum Update

In summer 2016, the department implemented ATI testing and resources to integrate throughout the curricula to assist with identifying weaknesses and strengthening knowledge. Beginning with the fall 2016 semester, departmental courses are taught each semester to assure orderly progression and knowledge retention. Thus, if a student fails a course, the student will not have to wait an entire year to repeat the course. In addition, teaching the same courses each semester will assist faculty to become more competent in their teaching, resulting in stronger faculty. We believe that these changes will assist in graduating a stronger student and better nurse.

Faculty Improvement: Improving Pedagogical Strategies

Current faculty, though better prepared, are not fully experienced in pedagogical strategies, based upon input from them as well as the students. The department is working with the Office of Faculty Professional Development to provide continued support for enhancing pedagogical strategies. All clinical evaluation tools were reviewed and a pilot was implemented in summer 2016.

Policy Implementation and Revisions

Testing Policy

A departmental testing policy did not exist as of the current chair's arrival in 2015. As a result, faculty were inconsistent in test administration due to lack of guidelines. Policies were constructed for test development, a consistent test format, test administration and review. The implementation of the testing policy occurred in January 2016. Concurrent with the policy's implementation, all faculty were educated about testing principles and analysis of a test question. Faculty must write test items for each class and faculty members may no longer use the test bank.

Test items must be written using higher level of Bloom's taxonomy. Students are not permitted to have access to their test or exams during review, which will avoid students writing down questions and memorizing answers. Faculty were educated about testing principles and how to conduct an item analysis.

Admission Policy

With regard to the department's admissions policy, the admission criteria for the accelerated option were revised to require a minimum overall GPA of 3.0 and a minimum math and science GPA of 2.8 to assure that the students admitted to this condensed program are prepared for the schedule. Students are not automatically enrolled in the accelerated option, but must meet admission criteria and be given the option. The policy was also revised to include a limit to the number of times a student can complete the admission assessment. This revision is designed to assure that the stronger students are enrolled in this program option.

Plan for 2017 Graduates and Fall 2018 Incoming Students

In addition, the following strategies were implemented to enhance the experience, knowledge, and skills of the department's 2017 graduates:

- The chair conducted regular focus groups with seniors to build relationships;
- All seniors who did not meet the benchmark on the predictability exam were enrolled in an independent study course to increase their critical thinking in spring 2017;
- An assessment tool was integrated into a Synthesis of Nursing concepts to provide more practice with NCLEX style questions and students are required to complete over 1500 questions this semester;
- One hour "Snack & Learn" sessions are provided for seniors twice a week to discuss NCLEX style questions and to assist the students in thinking critically as they respond;
- Faculty are asked to integrate critical thinking case studies and questions in their lectures;

- Alumni volunteers are encouraged to meet with students for tutoring in areas of weakness;
- The minimum GPA for Fall 2018 incoming students was raised to a 3.0 from a 2.7; and
- The department is examining the impact of an English Proficiency Requirement for ESL students.

Conclusion

Through the program assessment, we have identified several contributing factors to low NCLEX scores for the nursing program. As discussed throughout this report, these factors include change in departmental leadership, curriculum needs, faculty pedagogy, inconsistencies in practice, policies, grading in clinical, testing and test administration. Other factors could have been the relatively constant change in leadership over the past six years, as well as weak faculty pedagogical strategies in both clinical and classroom settings. Actions are already underway to develop stronger faculty and students and an overall successful program. We are confident that these actions will address the recent NCLEX score declines and better prepare our graduates to be excellent nurses in a variety of settings in North Carolina and beyond. We are committed to continually assessing our progress and performance to assure our nursing program is successful.

References

NCBON (2015) North Carolina Trends in Nursing Education: 2010-2014 retrieved on March 10, 2016 from
<https://www.ncbon.com/myfiles/downloads/nursing-education-trends-2014.pdf>

AGENDA ITEM

A-7. Report Deregulation – Updates to the UNC Policy ManualKimberly van Noort

Situation: The UNC Policy Manual imposes reporting and data collection requirements on the University and its constituent institutions. While some of the reporting requirements are essential, many others have accumulated over a period of years and no longer provide information that is necessary for business and performance analysis. In addition, the reporting and data collection requirements are scattered throughout the policy manual, making it difficult for institutions to comply with the requirements in an effective and efficient manner.

Background: The President's staff has undertaken a thorough review of the UNC Policy Manual as part of a project overseen by the Committee on Audit, Risk Management, and Compliance (CAMRC). Some of the reporting requirements are outdated, have a compliance and regulatory focus, or are not designed to assist the Board with performance analysis. The Board recently revised its policy on reporting (UNC Policy 100.2) to provide that future data collection and reporting to the Board, University leadership, and the public, should: (1) inform decision-making; (2) be relevant to strategic priorities/goals; (3) be cost effective compared to the reporting burden; (4) support risk management and risk mitigation; and (5) go to the appropriate level (president, chancellor, BOT, BOG, or committee). Reporting requirements should also be centrally maintained by the President and easily accessible.

Assessment: The proposed policy revisions and updates to select UNC policies presented to the Committee for review are designed to eliminate or stream line reporting requirements consistent with the Board's policy. A description of each policy or regulation that has been revised or is being presented to the Committee for action is attached. Policies require action by the Committee. Regulations and guidelines are presented for information only.

Action: This item is for information only.

Guidelines on Training, Monitoring, and Evaluating Graduate Teaching Assistants

I. Introduction

The University has an obligation to produce effective, dedicated, well-trained teacher-scholars to fill faculty ranks in the future. Graduate teaching assistants are a major means by which the University introduces young scholars to the professoriate.

Graduate teaching assistants are chosen from highly qualified students who have been accepted into the graduate programs of the University. The number and role of these assistants varies from institution to institution depending on the size of the graduate program, the particular culture of the institution, and the resources available to the institution for their training and support.

By supporting graduate students with assistantships, the University is able to compete in the recruitment of the very best applicants to our nationally recognized programs. The presence and service of bright and promising graduate students make our constituent institutions more valuable resources to the state and the nation.

Guided and supported by senior members of the profession, graduate students can grow in understanding and appreciation for the craft of their discipline through supervised practice and application of teaching and research methodologies.

In September 1993 the Board of Governors of the University of North Carolina adopted a report entitled *Tenure and Teaching in the University of North Carolina*, which included the following recommendation:

That greater efforts be made to develop and strengthen the teaching skills of graduate students, and that the Board of Governors ask the President to prepare, in consultation with the University-wide Graduate Council, a report with specific guidelines and recommendations for the training, monitoring, and evaluation of graduate students who teach courses in UNC institutions.

In the years since the Board adopted this recommendation, UNC campuses have established or enhanced procedures to develop and strengthen the teaching skills of graduate teaching assistants (GTAs) and have reported annually to the President and, through the President, to the Board of Governors on these efforts. In light of the procedures established by UNC institutions to ensure that GTAs are well- trained, supervised, and evaluated, the President issues the following guidelines.

II. Guidelines

The use of graduate teaching assistants within the university is subject to the principles and standards of the regional accrediting body, the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). Institutions employing graduate teaching assistants should consult the current SACS standards, including Comprehensive Standard 3.7.1, *Credential Guidelines*:

Graduate teaching assistants: master's in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluation.

(Commission on Colleges, Southern Association of Colleges and Schools, *The Principles of Accreditation*, 2004.)

In addition, the following University guidelines have been established to ensure that graduate teaching assistants receive the appropriate training, monitoring, and evaluation.

1. Graduate teaching assistants must possess a demonstrated competence in the subject matter that they will be teaching as determined by experts in the field. They should have an appreciation for the theory and practice of the subject matter as well as an appreciation for the teaching and learning enterprise by means of required and optional teaching seminars, symposia, workshops, publications, and access to university staff resources. Competency to teach includes an effective command of the language of instruction, usually American English, and an appreciation for the culture of the American university classroom.

Appropriate procedures to assure competence include the following:

- GTAs will be offered a Teaching Contract from the hiring department or institution which outlines (a) educational requirements, (b) job requirements, (c) duties, and (d) performance standards. A logical and effective match must be established between the level and requirements of the teaching assignment and the experience and knowledge of the prospective GTA.
- In departments where teaching assistantships range from grading and discussion-group leadership to full-course responsibility, GTAs will be assigned to independent classes only after they have performed effectively in a less independent setting.
- Formal training and evaluation programs will be provided for GTAs who are assigned the responsibility for teaching an undergraduate class. At the beginning and during that assignment, the hiring department will provide resources and opportunities for continued growth and development of the GTAs in the theory and practice of teaching. These resources may be school-wide programs, departmentally based programs in discipline-centered pedagogy, programs developed by several participating departments, off-campus programs offered by other institutions or professional associations, or individual mentoring with faculty.
- Departments will provide GTAs and their faculty supervisors with appropriate written guidelines on academic procedures and provisions for formal training and evaluation. The information should include a directory of other university resources available for the further development and training of the GTA.
- The hiring department will verify that GTAs whose first language is not English possess adequate English language proficiency and communication skills. This verification will be in the form of a standardized test which includes an evaluation of verbal skills, supplemented by a personal review by the department's supervising faculty mentor. English as a Second Language courses and other activities, or alternative assignments for assistantships, will be provided to the GTA who does not meet adequate standards of English language proficiency.
- Offices that work with international students will be requested to cooperate with campus and departmental programs for international teaching assistants (ITAs) to facilitate their awareness of the culture of the American university classroom and approaches to communicate effectively to undergraduate students.
- Faculty members who train, supervise, mentor and evaluate GTAs do so as a component of their academic assignment. Such faculty will be recognized for their work and accorded opportunities for additional training and professional development.

2. Graduate teaching assistants must be graduate students in good standing in their programs, as defined by the employing institution.

3. Universities will honor effective graduate teaching assistants by establishing appropriate awards and honors to recognize them for outstanding teaching.

4. Universities must establish and maintain effective channels for communication and dialogue between all populations of the university community affected by the work of graduate teaching assistants. This communication may be facilitated in a number of ways, including appropriate representation of GTAs on campus-wide and departmental student-faculty committees and the preparation of a brochure which discusses the role, selection, preparation, and supervision of GTAs, to be distributed to students, their families, and other groups as appropriate.

5. The chief academic officer (CAO) will designate the Graduate School or another appropriate administrative unit to oversee and facilitate the training, mentoring, supervision, and evaluation of graduate teaching assistants. At institutions which use graduate teaching assistants to teach undergraduate courses, the graduate dean or other appropriate administrative unit will report annually to the CAO on the effectiveness of GTAs, their utilization on campus, compensation, training, and the impact of their teaching on the overall teaching mission of the school. In addition, the report will document the impact and effectiveness of teaching by graduate students on their learning and professional development. The report will certify that an evaluation is on record for each GTA by a faculty member to whom the GTA is assigned.

6. Each program that utilizes graduate teaching assistants must develop, regularly update, and file with the appropriate administrative unit, as determined by the CAO, a plan for graduate teaching assistants including a definition of teaching tasks and responsibilities, provisions for support, supervision, and training for each type of teaching assignment, and provisions for feedback and evaluation. The plan should specifically address the selection, funding, training, mentoring, supervision, and evaluation of graduate teaching assistants. Programs must provide for a formal training program, classroom observations, explicit procedures for supervision and evaluation of GTAs. Formal evaluations of each GTA by an assigned faculty member must be kept on record.

~~7. Each campus shall report to the President every year on the number of GTAs (including ITAs) appointed and every three years on the implementation of these guidelines. Format requirements for the report will be transmitted directly to the chief academic officers by the Office of the President.~~

Erskine B. Bowles

**Guidelines on Teacher Education Program Actions under Resolution 27 of
the 1983 General Assembly**

~~During the 1983 Session, the General Assembly adopted Resolution 27 (House Bill 334) that urges the Board of Governors and the State Board of Education "to develop and implement experimental programs designed to improve the quality of the teaching in the public schools including exchanges among teachers in the public schools and university faculty members teaching courses in educational methods ..."~~

~~In that regard, there were discussions with the chancellors and with members of the University Council on Teacher Education about how to respond most effectively to the particular interest in exchanges expressed in the Resolution. Given the importance of this issue and the need to assure that the University is taking steps to strengthen every aspect of its teacher education programs, the institutions should initiate the following actions:~~

~~1. ——— Arrangements should be made annually to assign at least two full-time faculty members in "educational methods" to teach in appropriate subject areas in public schools for a period of at least ten (10) consecutive school days. In association with such assignments, teachers from participating public schools should be invited to meet with methods classes. "Educational methods" is defined here to include courses in teaching methods and pedagogical techniques and the supervision of student teaching.~~

~~2. ——— All such arrangements are to be reported when they are established so that timely reports can be made to the General Assembly. The institutions should submit annual reports to General Administration and the University Council on Teacher Education will be asked to assist in a review and evaluation of these activities.~~

~~These activities offer another opportunity for the University to improve its teacher education programs and to broaden our cooperation with individual schools and with the State Board of Education.~~

~~[This is a rewrite of Administrative Memorandum #197.]~~

~~Attachment: Resolution 27~~

General Assembly of North Carolina Session 1983

Ratified Bill

Resolution 27

House Bill 334

A JOINT RESOLUTION TO IMPROVE THE COMPETENCE OF FACULTY MEMBERS IN EDUCATIONAL METHODS IN THE UNIVERSITY, THE PRIVATE COLLEGES AND UNIVERSITIES AND IN THE PUBLIC SCHOOLS OF NORTH CAROLINA.

Whereas, the effectiveness of teachers in the public schools of North Carolina depends heavily upon the competence and ability of the faculty members in all approved college and university teacher education programs; and

Whereas, teaching competencies can be more effectively defined and developed by professionals with knowledge and experience pertinent to the contemporary public school classroom and through regular participation in teaching and learning; now, therefore, be it resolved by the House of Representatives, the Senate concurring:

Section 1. The Board of Governors of The University of North Carolina and the State Board of Education are encouraged to develop and implement experimental programs designed to improve the quality of the teaching in the public schools including exchanges among teachers in the public schools and university faculty members teaching courses in educational methods in constituent institutions of the University of North Carolina, and the faculty members in private colleges and universities having approved teacher education programs to participate in exchanges and other experimental programs.

Section 2. The Board of Governors and the State Board of Education shall report to the Committees on Education and the Committees on Higher Education of the Senate and the House of Representatives on the progress of this program at the meeting of the 1983 General Assembly, Second Session, 1984.

Section 3. This resolution is effective upon ratification. In the General Assembly read three times and ratified, this the 10th day of June, 1983.

James C. Green
President of the Senate

Liston B. Ramsey
Speaker of the House of Representatives