



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

May 23, 2018 at 10:00 a.m.
University of North Carolina System Office
Center for School Leadership Development, Room 128
Chapel Hill, North Carolina

AGENDA

- B-1. [Annual Reporting](#) Kimberly van Noort
 - a. President’s Report on Research and Sponsored Programs
 - b. Fall 2017 Enrollment
 - c. Faculty Teaching Workload
 - d. UNC Intercollegiate Athletic & Financial Transparency

- B-2. [Revised Policy on Military Student Success](#) Charles Gross

- B-3. [Minimum Admissions Requirements \(MAR\) Pilot Evaluation Report](#) Daniel Cohen-Vogel

- B-4. [Primary Care Education Plans Report](#) Anna Nelson

- B-5. Other Business Anna Nelson
 - a. North Carolina Central University Law School Update – Kimberly van Noort
 - b. Academic Affairs Highlights

- B-6. Adjourn

Additional Information Available

- B-1. Full Reports:
 - [President’s Report on Research and Sponsored Programs](#)
 - [Faculty Teaching Workload](#)
 - [UNC Intercollegiate Athletic & Financial Transparency](#)

- B-4. [Primary Care Education Plans Report](#)

AGENDA ITEM

B-1. Annual Reporting..... Kimberly van Noort

Situation: Each year the UNC System Office prepares a variety of reports that are required by policy or requested by the president and/or the chair of the Committee on Educational Planning, Policies, and Programs.

Background: The following reports are included for discussion:

- **President’s Report on Research and Sponsored Programs**
Each year, the University of North Carolina System reports the research-related funds that flow into the System through grants, contracts, and other sponsored programs. The System also monitors a variety of research-related commercial indicators.
- **Fall 2017 Enrollment Report**
A one-page summary of fall 2017 student enrollment, including links to more detailed data dashboards.
- **Faculty Teaching Workload Report**
Board of Governors Policy 400.3.4 states that “all campuses and constituent institutions shall implement annual faculty performance evaluation policies that measure and reward all aspects of faculty workload, separately and in combination, consistent with the instructional mission.”
- **UNC Intercollegiate Athletics Report**
UNC System Office staff provide a report to the Board each year in response to Board of Governors policy 1100.1, which requires the reporting of academic characteristics and performance of the UNC System’s student-athletes. Additionally, Board of Governors regulations 11.00.1.1[R] and 700.6.1[R] require the reporting of the athletics departments’ financial information as reported to the NCAA and private foundation activities as they relate to student-athletes and athletics departments.

Assessment: These reports are for the information of the Committee.

Action: This item is for discussion only.

RESEARCH AND SPONSORED PROGRAMS REPORT TO THE PRESIDENT: FY2017

Executive Summary

This annual report provides a brief snapshot of the sponsored program activity across the University of North Carolina System for fiscal year 2017 (FY2017).

UNC System institutions reported a total of \$1,600,836,318 in sponsored program funding in FY2017. When adjusted for subawards distributed among UNC System institutions totaling \$29,154,473, the adjusted FY2017 total was a record \$1,572,066,141. The FY2017 total represents a 7.5% increase over FY2016¹ and a 33% increase over FY2007. In addition, a record 12,432 proposals were submitted in FY2017. The FY2017 total represents a 3.5% increase over FY2016 and a 43.6% increase over FY2007.

As has been the trend for several years, the U.S. Federal Government provides approximately two thirds of the total sponsored program funding received by UNC System institutions in FY2017.

Data on select commercial indicators and activities generated from UNC System research show an 18.5% increase over FY2016 in licensure/options executed. In addition, FY2017 licensure income increased 15 percent (\$1,426,321) over FY2016 licensure income. Invention disclosures and U.S. patents issued were comparable to FY201

¹ The FY2016 report included \$53,134,000 in contracts to East Carolina University Physicians (ECUP) for clinical services. Due to the pending merger of Vidant Health with ECU Physicians, the clinical practice of the Brody School of Medicine, these contracts have been removed from the comparison FY2016 data and are not included in FY2017 data.

INFORMATION BRIEF: FALL 2017 ENROLLMENT

May 24, 2018

Fall 2017 saw overall University enrollment increase the highest percentage in 8 years.

228,524
Fall 2016



232,872
Fall 2017



INTERACTIVE DATA DASHBOARDS

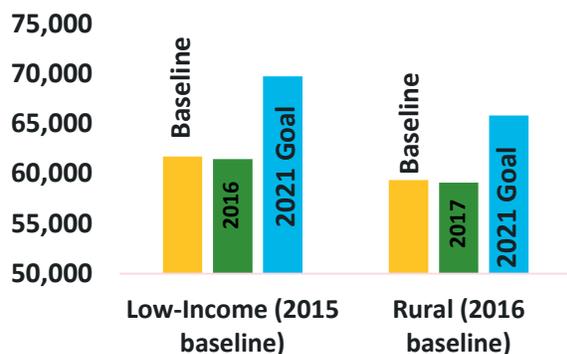
For more information, go to UNC Interactive Dashboards, at <https://www.northcarolina.edu/infocenter#interactiveData>.

Fall 2017 Student Headcount

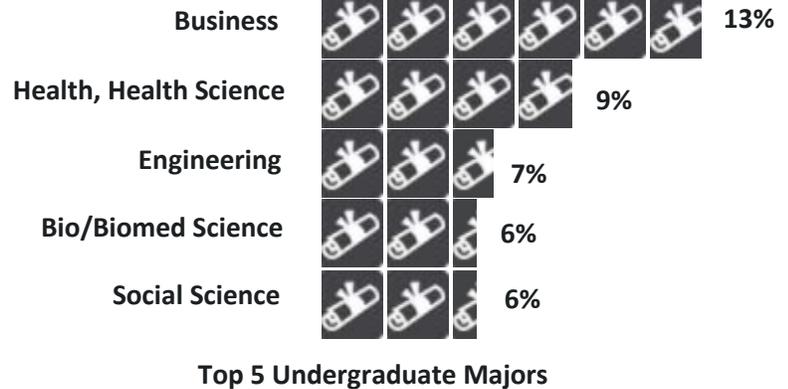
Institution	Undergraduate	Graduate	University Subtotal	High Schools	Total
ASU	17,017	1,794	18,811	.	18,811
ECSU	1,368	43	1,411	.	1,411
ECU	23,265	5,866	29,131	.	29,131
FSU	5,393	833	6,226	.	6,226
NCA&T	10,341	1,536	11,877	.	11,877
NCCU	6,355	1,742	8,097	.	8,097
NCSU	24,150	10,282	34,432	.	34,432
UNCA	3,826	26	3,852	.	3,852
UNC-CH	18,862	11,049	29,911	.	29,911
UNCC	23,914	5,403	29,317	.	29,317
UNCG	16,439	3,483	19,922	.	19,922
UNCP	5,481	771	6,252	.	6,252
UNCSA	873	141	1,114	260	1,274
UNCW	14,502	1,985	16,487	.	16,487
WCU	9,406	1,628	11,034	.	11,034
WSSU	4,688	410	5,098	.	5,098
NCSSM	.	.	.	680	680
System Total	185,880	46,992	232,872	940	233,812

Note: Students in the high schools who are enrolled in UNC undergraduate courses will be double counted.

Progress Toward Strategic Goals



Business



FACULTY TEACHING WORKLOAD

Executive Summary

Changes in Average Teaching Loads: From 2008 to 2015, eleven of fifteen UNC System institutions kept consistent¹ or increased the average number of sections taught by all faculty, and ten kept consistent² or increased the average number of student credit hours (SCHs) taught by all faculty.

Teaching Productivity: In three of the four Carnegie classification groups³, in Fall 2015 the UNC System faculty teach more class sections than the median of their respective Carnegie group, with the combined Master's level institutions falling below the median of their Carnegie group.⁴ With regard to credit hours taught, two of the four groups are above the median of their respective Carnegie groups, with the Research – Very High and Master's level institutions falling just slightly below the median of the respective Carnegie comparison group. All four groups within UNC are within the middle 50 percent (the interquartile range) of their respective Carnegie group in Fall 2015 in both course sections taught and credit hours taught.

Teaching Standards, All Faculty: All campuses were above the Board of Governors minimum teaching loads for Fall 2015.

¹ "Consistent" with regard to sections hours taught was defined as going up or down no more than 0.2 sections.

² "Consistent" with regard to credit hours taught was defined here as going up or down no more than 3 hours.

³ The data in this report do not break out all Carnegie groups. The report combines all master's level Carnegie groups into one to align with the Board's policy thresholds for teaching workload.

⁴ Note that this is not in relation to all institutions nationally within that Carnegie group, but only the institutions that report data to the Delaware Cost Study. This caveat is true for all results comparing UNC System institutions to Carnegie groups.

UNC INTERCOLLEGIATE ATHLETICS & FINANCIAL TRANSPARENCY

Executive Summary

- A total of 1,252 recruited freshmen student-athletes were enrolled at UNC System institutions in 2016-17:
 - 22 (1.8%) received an MCR exception
 - 54 (4.3%) received an MAR exception
- The academic profile of recruited freshmen student-athletes in revenue sports saw improvements across many measures in 2016-17.
- Student-athletes major in a variety of disciplines, the most popular being Business, Parks, Recreation, Leisure & Fitness, and Communications & Journalism.
- Six institutions performed as well as or better than the average of their Board approved peer institutions and seven institutions performed as well as or better than the average of their athletic conference peer institutions in NCAA Academic Metrics (GSR/ASR).
- All UNC System institutions met the NCAA's Academic Progress Rate (APR) standards that determine eligibility for post-season competition, indicating consistent progress towards graduation for their student-athletes.
- Nine UNC System institutions and 29 sports received NCAA Public Recognition Awards, highlighting teams in the top 10 percent of the most recent APR scores.
- Thirteen UNC System institutions had a total of 86 Level III non-academic violations processed by the NCAA during the 2016-17 academic year.
- Increased academic integrity standards across all UNC System institutions have led to increased academic monitoring of all students and faculty. Regulations include monitoring of student-athlete enrollment, guidelines on independent study courses taught by faculty, strict grade-changing policies, and clear reporting guidelines to inform boards of trustees, chancellors, and faculty representatives of student-athlete activities on campus.
- Financial transparency regulations adopted in 2014 to monitor athletics budgets and institutional expenditures continue to provide senior administrators and policy makers with key financial data to inform athletic and academic decisions and are provided in this report.
- Institutional data in this report have been presented to each institution's board of trustees and approved by all chancellors.

AGENDA ITEM

B-2. Revised Policy on Military Student SuccessCharles Gross

Situation: In 2014, the North Carolina General Assembly enacted S.L. 2014-67, requiring the Board of Governors and the State Board of Community Colleges to design and implement a plan to ensure the uniform granting of college credits to students with military training. In addition, in 2017, the General Assembly enacted S.L. 2017-155, requiring the UNC System and the North Carolina Community College System to adopt and implement certain policies to assist students who serve in the National Guard. As a result of these legislative mandates, the UNC System Office conducted a comprehensive review of its Military Student Success policy and accompanying regulations and guidelines, and now brings forth recommended revisions.

Background: Section 700.7.1 of the UNC Policy Manual, Military Student Success, was last amended in February 2015. In 2014, the General Assembly directed the Board of Governors and the State Board of Community Colleges to create a plan to ensure that college credits are uniformly granted to students with military training. That plan has now been developed and the recommended changes to Section 700.7.1 incorporate that plan into Board of Governors policy. The recommended revisions also incorporate the requirements of S.L. 2017-155, which directs the Board of Governors to adopt and implement a policy requiring that students serving in the National Guard be given an excused absence for the period of time they are placed on active duty status and to provide additional options to such students to complete or withdraw from classes without academic penalty. Other changes since the adoption of Section 700.7.1, including the broadening of the National Guard tuition assistance program, changes in the eligibility requirements for military students to receive in-state tuition, and the establishment of the North Carolina Residency Determination Service, also informed the recommended revisions to the policy and accompanying regulation.

In addition, Section 700.7.1[G] of the UNC Policy Manual, Guidelines for Military Student Success, shall be repealed. Information contained in this guideline has either been superseded or incorporated into Section 700.7.1[R] of the UNC Policy Manual, Regulations for Military Student Success.

Assessment: The attached documents include the proposed revisions to Sections 700.7.1 and 700.7.1[R] of the UNC Policy Manual. The regulation revisions are for information only.

Action: This item requires a vote by the committee and a vote by the full Board of Governors at the next meeting.

DRAFT

The UNC Policy Manual

700.7.1

Adopted 6/14/13

Amended 02/27/15

Amended / /18

Military Student Success

I. Purpose. The University of North Carolina System is committed to the success of military-affiliated students⁴, which for the purpose of this policy includes students who are U.S. military service members (including National Guard and Reserve members), veterans, spouses of service members or veterans, or dependent family members of service members or veterans. This policy, and its associated ~~regulations and guidelines~~regulation, provide a framework for the constituent institutions of the University of North Carolina System to develop and maintain a comprehensive network of services for military-affiliated students seeking to meet their educational goals. The president shall establish regulations to implement the requirements of these policies and to promote the general welfare of ~~service members, veterans, spouses, and dependent family members at the constituent institutions~~military-affiliated students.

II. Admission of Active Duty Service Members and Veterans

A. The University of North Carolina System and its constituent institutions are committed to equality of opportunity. ~~The University administers~~Each constituent institution shall administer nondiscriminatory admissions policies by fairly evaluating the records of applicants.

B. For purposes of undergraduate admission to any constituent institution of the University of North Carolina, any individual having completed a minimum of three years of cumulative active duty service in the United States Armed Forces ~~who otherwise meet the criteria for a transfer student will be considered a transfer student in the~~shall be exempt from minimum admissions ~~process~~requirements (MAR) and minimum course requirements (MCR) pursuant to UNC Policy, Section 700.1.1.2[R], ~~with the~~although they may be considered first-time undergraduates (freshmen) for reporting and/or receipt of services. Applicants in this profile shall be required to submit a high school transcript or GED, college transcript(s) (if applicable), and a relevant military transcript for evaluation. The branch of service ~~functioning~~reporting the source of transferred credit hours earned through military training will function as the applicant's institution of transfer. If discharged from active duty, the veteran must have received an Administrative (non-punitive) Discharge. This policy shall not apply to veterans receiving a "Bad Conduct or Dishonorable Discharge."

C. ~~Under conditions set forth by the president in regulations associated with this policy, applicants in this profile may be offered special consideration with regard to the minimum admissions and minimum course requirements for transfer students.~~

⁴~~For the purposes of this policy, "military-affiliated students" shall include students who are service members (including National Guard and Reserve members), veterans, spouses of service members or veterans, or dependent family members of service members or veterans.~~

DC. Nothing in this policy guarantees admission for students ~~who do not meet institutional academic standards for admission.~~ Constituent institutions retain sole authority for admissions determinations.

~~II.~~ III. Data Collection and Reporting on Military-Affiliated Student Data

Students. The president shall establish appropriate and uniform data collection procedures to enable the constituent institutions to identify and track the academic progress of ~~service members, veterans, spouses, and dependent family members for the purposes of evaluating and reporting retention, graduation and the length of time to degree.~~ military-affiliated students for the purposes of evaluating and reporting retention, graduation, and time to degree completion. Collecting, analyzing, and publishing this data supports the intent of Presidential Executive Order 13607 ("Establishing Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses, and Other Family Members," issued April 27, 2012), aligns with the recommendations contained in the UNC SERVES April 2010 Report to the President, and serves to track progress made towards the implementation of Session Law 2014-67. Constituent institutions must develop appropriate protocols to assure the security of all information related to the status of active-duty students and students eligible to be activated.

~~III.~~ IV. Residency Status of Military-Affiliated Students

North Carolina created and maintains its public institutions of higher education primarily for the benefit of the residents of North Carolina, and its institutions are generously supported by the General Assembly and the public. ~~Military~~ Nonresident military-affiliated students may be eligible ~~for to receive the~~ in-state tuition rate under the conditions established by ~~General Statutes of the state of North Carolina and enacted by regulations in the North Carolina State Residence Classification Manual~~ federal law, and in association with this policy, the guidelines promulgated by the Residency Determination System (RDS).

~~IV.~~ V. Campus Support Structures for Military-Affiliated Students

The constituent institutions ~~of the University of North Carolina~~ shall develop and maintain campus-based support networks, as well as a comprehensive series of community, regional, and national referrals for military-affiliated students to assist in successful navigation of their educational goals. These services shall include, but not be limited to, admissions, financial aid, housing, ~~student affairs~~ disability services, career services, health services and counseling, and other student services and supports offered under student affairs and academic affairs.

~~V.~~ VI. Military Credit Transferability

The University of North Carolina System recognizes the value of the education, training, and experience that military students bring to the university. The ~~university~~ University and its constituent ~~campuses~~ institutions shall establish a process by which this learning can be evaluated for possible course credit. Such military learning may include, but will not be limited to, recruit training, military occupational specialty (MOS) training and education, Defense Language Institute foreign language coursework and exams, Community College of the Air Force (CCAF) coursework, ~~CLEP (College-Level Examination Program)~~

(CLEP), and DANTES Standardized Subject Tests (DSST). The American Council on Education (ACE) credit equivalency recommendations shall serve as the standard reference work for recognizing learning acquired in the military.²

VI. — VII. Withdrawal due to Call to Duty

The University of North Carolina System supports students called to active duty or training in the United States Armed Forces, including service in the National Guard or Reserve.³ The policies of the University constituent institutions shall assist, whenever possible, the student in withdrawing and re-entering the university without incurring financial or academic hardship. Such policies shall include but are not limited to:

- A. Military Withdrawal
- B. Refunds of Tuition, Fees, and Other Expenses
- C. Academic Credit
- D. Deferral of Enrollment
- E. Military Leave of Absence
- F. Re-admission into the University
- G. Scholarship Status

VIII. Other Matters

A. Effective Date. The requirements of this policy shall be effective on the date of its adoption the Board of Governors.

B. Relation to State Laws. The foregoing policies as adopted by the Board of Governors are meant to supplement, and do not purport to supplant or modify, those statutory enactments which may govern the activities of public officials.

C. Regulations and Guidelines. These policies shall be implemented and applied in accordance with such regulations and guidelines as may be adopted from time to time by the president.

² Nothing in this policy prevents constituent institutions from evaluating military learning independent of the ACE evaluation.

³ Campuses Constituent institutions may choose whether to extend some or all of the benefits of these policies to the spouse or child of a person called to active duty. Campuses Institutions may also choose to include spouses and children of persons called to active duty under the extenuating circumstances regulation (Section 400.1.5[R] of the UNC Policy Manual, Section 400.1.5[R]).

Military Student Success

I. Purpose. The University of North Carolina System is committed to the success of military-affiliated students, which for the purpose of this policy includes students who are U.S. military service members (including National Guard and Reserve members), veterans, spouses of service members or veterans, or dependent family members of service members or veterans. This policy, and its associated regulation, provide a framework for the constituent institutions of the University of North Carolina System to develop and maintain a comprehensive network of services for military-affiliated students seeking to meet their educational goals. The president shall establish regulations to implement the requirements of these policies and to promote the general welfare of military-affiliated students.

II. Admission of Active Duty Service Members and Veterans

A. The University of North Carolina System and its constituent institutions are committed to equality of opportunity. Each constituent institution shall administer nondiscriminatory admissions policies by fairly evaluating the records of applicants.

B. For purposes of undergraduate admission to any constituent institution of the University of North Carolina, any individual having completed a minimum of three years of cumulative active duty service in the United States Armed Forces shall be exempt from minimum admissions requirements (MAR) and minimum course requirements (MCR) pursuant to UNC Policy, Section 700.1.1.2[R], although they may be considered first-time undergraduates (freshmen) for reporting and/or receipt of services. Applicants in this profile shall be required to submit a high school transcript or GED, college transcript(s) (if applicable), and a relevant military transcript for evaluation. The branch of service reporting the source of transferred credit hours earned through military training will function as the applicant's institution of transfer. If discharged from active duty, the veteran must have received an Administrative (non-punitive) Discharge. This policy shall not apply to veterans receiving a "Bad Conduct or Dishonorable Discharge."

C. Nothing in this policy guarantees admission for students. Constituent institutions retain sole authority for admissions determinations.

III. Data Collection and Reporting on Military-Affiliated Students. The president shall establish appropriate and uniform data collection procedures to enable the constituent institutions to identify and track the academic progress of military-affiliated students for the purposes of evaluating and reporting retention, graduation, and time to degree completion. Collecting, analyzing, and publishing this data supports the intent of Presidential Executive Order 13607 ("Establishing Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses, and Other Family Members," issued April 27, 2012), aligns with the recommendations contained in the *UNC SERVES April 2010 Report to the President*, and serves to track progress made towards the implementation of Session Law 2014-67.

Constituent institutions must develop appropriate protocols to assure the security of all information related to the status of active-duty students and students eligible to be activated.

IV. **Residency Status of Military-Affiliated Students.** North Carolina created and maintains its public institutions of higher education primarily for the benefit of the residents of North Carolina, and its institutions are generously supported by the General Assembly and the public. Nonresident military-affiliated students may be eligible to receive the in-state tuition rate under the conditions established by state and federal law, and the guidelines promulgated by the Residency Determination System (RDS).

V. **Campus Support Structures for Military-Affiliated Students.** The constituent institutions shall develop and maintain campus-based support networks, as well as a comprehensive series of community, regional, and national referrals for military-affiliated students to assist in successful navigation of their educational goals. These services shall include, but not be limited to, admissions, financial aid, housing, disability services, career services, health services and counseling, and other student services and supports offered under student affairs and academic affairs.

VI. **Military Credit Transferability.** The University of North Carolina System recognizes the value of the education, training, and experience that military students bring to the university. The University and its constituent institutions shall establish a process by which this learning can be evaluated for possible course credit. Such military learning may include, but will not be limited to, recruit training, military occupational specialty (MOS) training and education, Defense Language Institute foreign language coursework and exams, Community College of the Air Force (CCAF) coursework, College-Level Examination Program (CLEP), and the DANTES Standardized Subject Test (DSST). The American Council on Education (ACE) credit equivalency recommendations shall serve as the standard reference work for recognizing learning acquired in the military.¹

VII. **Withdrawal due to Call to Duty.** The University of North Carolina System supports students called to active duty or training in the United States Armed Forces, including service in the National Guard or Reserve.² The policies of the constituent institutions shall assist, whenever possible, the student in withdrawing and re-entering the university without incurring financial or academic hardship. Such policies shall include but are not limited to:

- A. Military Withdrawal
- B. Refunds of Tuition, Fees, and Other Expenses
- C. Academic Credit
- D. Deferral of Enrollment

¹ Nothing in this policy prevents constituent institutions from evaluating military learning independent of the ACE evaluation.

² Constituent institutions may choose whether to extend some or all of the benefits of these policies to the spouse or child of a person called to active duty. Institutions may also choose to include spouses and children of persons called to active duty under the extenuating circumstances regulation (Section 400.1.5[R] of the UNC Policy Manual).

- E. Military Leave of Absence
- F. Re-admission into the University
- G. Scholarship Status

VIII. Other Matters

- A. **Effective Date.** The requirements of this policy shall be effective on the date of its adoption the Board of Governors.
- B. **Relation to State Laws.** The foregoing policies as adopted by the Board of Governors are meant to supplement, and do not purport to supplant or modify, those statutory enactments which may govern the activities of public officials.
- C. **Regulations and Guidelines.** These policies shall be implemented and applied in accordance with such regulations and guidelines as may be adopted from time to time by the president.

Regulation for Military Student Success

~~I. Purpose.~~ This regulation provides a framework for the constituent institutions of the University of North Carolina System (UNC System) to develop and maintain a comprehensive network of services for military-affiliated students seeking to meet their educational goals. This regulation implements the requirements of Section 700.7.1 of the UNC Policy Manual, ~~Section 700.7.1~~ and ~~intends~~serves to promote the general welfare of United States (U.S.) military service members, veterans, spouses, and dependent family members at the constituent institutions.

~~II. Data Collection and Reporting on Military-Affiliated Students.~~ The UNC System Office shall establish appropriate and uniform data collection guidelines and procedures that will enable the tracking of academic progress of military-affiliated students, and that will support the enactment of the recommendations contained in the UNC SERVES April 2010 Report to the President.

~~III.i. Admission of Active Duty Service Members and Veterans.~~ For purposes of undergraduate admission, all persons having completed a minimum of three years of active duty service¹ will be considered transfer students in the admissions process pursuant to UNC Policy Manual, Section 700.1.1.2[R], with the branch of service functioning as the institution of transfer. Applicants in this profile shall be required to submit the high school transcript or GED, college transcript(s) (if applicable) and relevant military transcript for evaluation.

~~A. For applicants who have completed a minimum of three years of active duty service, but do not meet the campus specific transfer admission requirements, constituent institutions are encouraged to develop academic contracts² to assure admission for a future term. Upon successful completion³ of college level courses required for admission as outlined in the academic contract, these students will be admitted subject to campus safety policies and procedures.⁴~~

~~B. Application Fees for Active Duty Service Members.~~ CampusesConstituent institutions are encouraged to waive the admissions application fee for all service members if they are in an active duty status at the time of application.

~~II. Data Collection and Reporting on IV. Tuition Rates for Military-Affiliated Students.~~ Consistent with the recommendations contained in the UNC SERVES April 2010 Report to the President and the intent of the President of the United States' Executive Order 13607, "Establishing Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses, and Other Family Members" issued April 27, 2012,

¹Years of service should be calculated on a calendar years basis from date of enlistment to present (if still enlisted) or exit date (if discharged or retired). Student should provide proof of enlistment and exit date (if discharged or retired) by submitting one of the following:

- Most recent Leave and Earnings Statement (enlisted)
- DD214 (discharged or retired)

²See UNC Policy Manual, Section 700.7.1[G].

³A minimum GPA of no less than 2.0 defines "successful," but does not guarantee admissions.

⁴Required checks for campus safety will be performed.

~~University of North Carolina constituent~~Constituent institutions shall ~~establish a section in their undergraduate and graduate admissions application entitled, "Military Status for Financial Aid and Residency Determination."~~⁵

~~General Administration will work with the constituent institutions to create space in the Student Data File for the information and develop an annual report of this information.~~

~~Campuses must develop appropriate protocols to assure the security of all information related to status of active-duty students and students eligible to be activated.##. Residency Status for Military-Affiliated Students.~~

~~A. Campuses shall clearly articulate the process for military-affiliated students to establish residency. All campus processes shall comply with State eligibility for the in-state tuition rate pursuant to state and federal law and the North Carolina State Residence Classification Manual. The procedures, and to the guidelines of the Residency Determination System. Information regarding eligibility for in-state tuition shall be publicized as part of both the undergraduate and graduate recruitment and admissions. Campuses shall publicly publish a clearly articulated appeals process that includes the rights and responsibilities of the student as outlined in the North Carolina State Residence Classification Manual (section processes.~~

V. ~~Procedures, subsection D. Student Appeals to Residence Appeals Board).~~

~~B. Campuses shall train the appropriate staff to Faculty and Staff Support Training on Issues Affecting Military-Affiliated Students. Constituent institutions shall provide accurate support for faculty and adequate information staff training on these issues to that are unique to, or commonly encountered by, military-affiliated students. This training should conform to best practice guidelines. Professional advisors and faculty should be alerted to the well-versed in continuous enrollment provisions in order to assist military-affiliated students in making the best decisions about their academic program choices.~~

~~IV. North Carolina National Guard Tuition Assistance Benefit. The North Carolina National Guard Tuition Assistance benefit shall be applicable to students at UNC constituent institutions seeking to achieve a two-year associate degree, a four-year baccalaureate degree, or a graduate degree. It shall also be applicable to students enrolled in a program granting a graduate certificate, and to students enrolled in a professional certification program recommended by the director of the North Carolina National Guard Education and Employment Center and approved by the North Carolina National Guard Education Services Officer.~~

VII. ~~Campus-Based~~ Support Structures for Military-Affiliated Students

~~A. Campus-Based Military Affairs Committee. Campuses, Constituent institutions are encouraged to create a Military Affairs Committee campus-based military affairs committees to assist military-affiliated students in successfully transitioning to and succeeding in and beyond the educational environment.~~⁶ To ensure effectiveness, these committees should, at the minimum, be charged with:

A. Facilitating awareness and communication between key departments with regard to constituent institution-based services for military-affiliated students;

B. Coordinating and evaluating programs and services for military-affiliated students;

⁵The questions posed in this section are detailed in UNC Policy Manual, Section 700.7.1[G].

⁶See UNC Policy Manual, Section 700.7.1[G].

C. Factoring military-affiliated students into institutional planning, particularly with regard to diversity; and

D. Ensuring institutional compliance with standards based on policy implemented by the Department of Defense and Department of Veterans Affairs.

VIII. Financial Support of Military-Affiliated Students

1. Tuition, fees, books. UNC campuses

A. Constituent institutions shall create policies that guarantee that undergraduate and graduate military-affiliated students using United States Veterans Administration (VA) educational benefits are held harmless from VA processing delays that prevent timely payment of their educational benefits. These policies shall include provisions:

a. 1. Granting forgiveness of late payment fees on students whose VA educational benefits are delayed; and

b. 2. Maintaining students' course registrations until such delayed payments are received.

Campuses

B. Constituent institutions are encouraged to develop a policy providing undergraduate and graduate students using GI Bill benefits with "bridge loans," payment plans, tuition deferments, vouchers, or some combination of these items to cover tuition, fees, housing, books, and other expenses related directly to university life, as defined by campus policy, until payment is received from the VA.

2.

C. Scholarships and grants. UNC campus development Grants. Development offices at constituent institutions are also encouraged to create, fund, and maintain scholarships and grants for undergraduate and graduate military-affiliated students.

3.

IX. Campus employment. UNC campuses Employment. Constituent institutions are encouraged to recruit veterans and eligible family members, when appropriate, for on-campus VA work study.

C. Faculty and Staff Support Training. Campuses are encouraged to provide and/or make available support for faculty and staff training on issues military-affiliated students encounter. This training should conform to best practices guidelines.⁷

D. Campus X. Organizations and Communication. Campuses Constituent institutions are encouraged to support Student Veteran Organizations student veteran organizations and/or other Military-Affiliated Student Organizations military-affiliated student organizations. The student organization advisor is encouraged to communicate updates on veterans and military affairs on campus, as well as on topics and announcements related to any military-affiliated student groups.

E.

XI. Academic Support for Military-Affiliated Students

1.

A. Orientation/transition seminar. Transition Seminar. To the greatest extent practicable, campuses possible, constituent institutions shall provide break-out sessions focused on military-affiliated students as part of their regular orientation programs. When possible, the resources of

⁷ See UNC Policy Manual, Section 700.7.1[G]

this session should be made available online. ~~Campuses~~Constituent institutions offering a credit-bearing introduction to the university course should consider providing a section or sections exclusively for military-affiliated students.

~~2.~~

~~B.~~ Priority enrollment. ~~When possible, campuses should recognize the scheduling challenges and the limitations on the benefits of active~~Active duty students using Armed Forces Tuition Assistance (TA), ~~as well as those~~) and students who ~~are~~have been released from active duty for a specific amount of time to attend college through a military degree completion program, ~~and provide such~~ often face unique scheduling challenges. Whenever possible, constituent institutions should recognize such challenges by providing these students with priority enrollment.

~~3.~~

~~C.~~ Academic Assistance. ~~Campuses~~Constituent institutions shall evaluate, review, adapt, and monitor academic assistance, including mentoring and tutoring, ~~to its~~for their military-affiliated students. Reports of challenges and successes should be ~~made~~provided to the ~~campus~~institution's Military Affairs Committee.

~~4.~~

~~D.~~ Military Science ~~courses~~Courses and ~~tuition surcharge.~~ ~~Campuses~~Tuition Surcharge. Constituent institutions should refer to the tuition surcharge ~~exception~~exemption list that is part of ~~UNC Policy 100~~Section 1000.1.5[GR] of the UNC Policy Manual.

~~5.~~

~~E.~~ Service ~~cords.~~ ~~Campuses~~Cords. Constituent institutions are encouraged to provide military service cords for graduating student veterans, active-duty members, members of the National Guard, and ~~reservists.~~ ~~Campuses~~Reservists. Institutions shall communicate to these students a process for ~~acquisition of the cord.~~ ~~These~~acquiring these cords. Service cords shall be provided free of charge, when possible. ~~Campuses~~Institutions shall consider officially recognizing these graduates in the printed program and/or during the ceremony.

¶XII. Military Learning and Academic Credit

A. ~~General Principles.~~ The University of North Carolina System seeks to maximize and make consistent the transfer of credit from ~~the~~ military training and experience to constituent institutions.

B. As mandated by Section 3 of Session Law 2014-67, the Board of Governors of the University of North Carolina and the State Board of Community Colleges have jointly developed a plan (the Plan) for implementing a uniform system of granting course credits for military training and experience to all students enrolled in constituent institutions of the University of North Carolina System, and the North Carolina Community College System (NCCCS).

C. Military Credit Advisory Council

1. Pursuant to the Plan, the UNC campuses. ~~The following general principles~~System Office, in conjunction with the North Carolina Community College System Office, will apply: create and maintain a Military Credit Advisory Council (MCAC). The MCAC will be comprised of faculty, staff, and administrators from UNC System and NCCCS institutions, and of representatives from both system offices. It may also include representatives from North Carolina's business sector, state government, and military installations.

- ~~1. If a campus determines that military learning is equivalent to academic credit then that credit shall be applied consistently to all students who have acquired the same military learning.~~
- ~~2. Campuses shall establish equivalence mapping for courses frequently seen on military transcripts (Joint Services Transcript and Community College of the Air Force transcripts) and, if applicable, for credit by exam (CLEP, DSST, and Defense Language Institute exams) to assure students receive consistent and fair transfer of credit.⁸~~
- ~~3. Campuses shall publish these equivalencies online in a manner accessible to military-affiliated students.~~

~~Campuses shall~~

- ~~2. The MCAC shall provide guidance to and share information with the constituent institutions on all issues related to the awarding of academic credit for military training and experience.~~
- ~~3. The overall purpose of the MCAC is to ensure that military training courses and occupational experiences are evaluated by faculty members from UNC System and NCCCS institutions in an independent manner and by use of standard levels of objectivity and academic rigor.~~

D. Military Training Course and Occupational Experience Evaluation Panels

1. The MCAC shall ask constituent institutions to nominate faculty representatives to sit on academic discipline-specific panels for the purpose of evaluating additional military training courses and occupational experiences for academic credit. Panels may be comprised solely of faculty members from constituent institutions of the UNC System, or of faculty members from both the UNC System and NCCCS.
2. While conducting these evaluations, faculty panel members will use commonly-accepted levels of academic objectivity, validity, and rigor. The MCAC shall provide training and orientation to faculty panel members on the unique aspects of this evaluation process.
3. The MCAC shall forward credit recommendations made by faculty panels to the UNC System Office senior vice president for academic affairs for final approval.
4. The MCAC shall publish credit recommendations that have been made by faculty panels and approved by the UNC System Office senior vice president for academic affairs in an accessible system that informs current and prospective veteran students as well as faculty and staff who routinely assist them.
5. Constituent institutions shall publicize and adhere to credit recommendations made by faculty panels and approved by the UNC System Office senior vice president for academic affairs.
6. In the event that an academic department at one of the constituent institutions does not concur with one or more of these credit recommendations, the department

⁸See UNC Policy Manual, Section 700.7.1[G].

head shall submit the rationale for the disagreement through the campus provost to the MCAC. The MCAC will forward the rationale to the UNC System Office senior vice president for academic affairs for further review and for a final determination.

E. UNC Constituent Institutions. Constituent institutions:

~~4. 1. Shall~~ establish and publish a process ~~for~~whereby active duty military, reservists, and veterans ~~to~~ receive credit ~~for~~, or a waiver of, ~~the~~ general education health and/or physical education requirements, ~~based on military recruit training.~~

~~5. Campuses are encouraged to train admissions counselors, registrars, academic advisors, department chairs or heads, and deans in military credit transferability.⁹~~

~~6. Campuses shall exempt transfer credits resulting from military learning from the tuition surcharge calculation.~~

~~B. Language Requirements. Campuses shall~~

~~2. Shall~~ accept foreign language coursework completed through the Defense Language Institute Foreign Language Center (DLIFLC) as transfer credit.¹⁰ ~~Campuses~~Institutions are also encouraged to establish a process for students to demonstrate proficiency and, ~~potentially,~~ to waive campus language requirements for other foreign language skill development outside of DLIFLC. Examples include: ~~CLEP~~College-Level Examination Program (CLEP) credit, Defense Language Proficiency exams, continuing education mission specific language training, etc.

~~C. Military Learning. Campuses shall evaluate the military transcript to determine if any military learning applies toward a program of study. The American Council on Education (ACE) credit equivalency recommendations serve as the standard reference work for recognizing learning acquired in the military. Nothing in this policy prevents constituent institutions from evaluating military learning independent of the ACE evaluation. Credit shall be awarded in a consistent manner and a schedule of such awards should be developed, published, and updated regularly.~~

~~D. College Level Examination Program (CLEP). Campuses awarding academic credit for CLEP shall establish and publish a chart with the minimum allowable score (no lower than 50) and the credit/course equivalences.~~

~~E. DANTES Standardized Subject Tests (DSST). Campuses awarding academic credit for DSST exams shall establish and publish a chart with the minimum allowable score and the credit/course equivalencies.~~

~~VI. Service Member~~

~~3. Are encouraged to develop equivalence mapping for credit by exam for CLEP and DANTES Standardized Subject Tests (DSST), and to publish a chart showing the minimum allowable CLEP and DSST scores (no lower than 50 for CLEP) and the credit/course equivalences.~~

~~4. Are encouraged to train admissions counselors, registrars, academic advisors, department chairs or heads, and deans on the principles and practices of military credit~~

⁹See UNC Policy Manual, Section 700.7.1[G].

¹⁰The DLIFLC is a regionally accredited higher education institution. In terms of transfer, courses completed through this institution should be evaluated and academic credit awarded under the same criteria as any other regionally accredited college or university.

transferability.– The MCAC will provide training and consultation, as requested or required.

5. Shall exempt transfer credits resulting from military learning from the tuition surcharge calculation.

6. Shall consult with the UNC System Office director for prior learning assessment and military credit on any questions regarding evaluation of military training and experience not covered in the sections above.

XIII. Call to Duty

A. Military Withdrawal. Students called to active duty ~~(and/or their spouses and dependents),~~ and subsequently, any family members who are students, may need to withdraw from coursework during the course of a semester.

1. As stated in Section 400.1.5[R] of the UNC Policy Manual, ~~Section 400.1.5[R],~~ students are expected to complete all the courses for which they are registered at the close of the ~~Course Adjustment Period~~ course adjustment period unless withdrawal is permitted due to extenuating circumstances or military service.

~~Campuses~~

2. Constituent institutions shall develop policies that permit an undergraduate or graduate student to withdraw from a course or courses at any time and without academic penalty due to their military service.¹¹ ~~Campuses~~ Institutions may extend some or all components of this policy to apply to the spouse or child of a person called to active duty if they demonstrate sufficient cause for consideration due to changed circumstances.¹² These policies must:

1-a. Be published in the appropriate sections of the university catalogue and website;

b. Describe the process by which the student (or an appropriate officer of the Armed Forces or official of the Department of Defense (DOD)) gives advance written or verbal notice of call to duty to the designated campus body or official;¹³ and

~~2-~~

3-c. Describe the process by which the student informs the appropriate campus body or official of intent to return to the institution upon completion of period of service.

¹¹See UNC Policy Manual, Section 700.7.1[G].

¹² Campuses may choose to process family requests under the extenuating circumstances provision of their policies, as outlined in Section 400.1.5[R] of the UNC Policy Manual, ~~Section 400.1.5[R]~~. Alternatively, campuses may choose to process family requests under documentation and review requirements set up for persons called to active duty.

¹³ No notice is required if the giving of such notice is precluded by military necessity, such as a mission, operation, exercise, or requirement that is classified or a -pending or ongoing mission, operation, exercise, or requirement that may be compromised or otherwise adversely affected by public knowledge (HEA Sec. 484C(c)(1)(A)(B)(C)).

B. Refund of Tuition, Fees, and Other Expenses. Enrolled undergraduate and graduate students who are called to active duty during the semester, and who complete a military withdrawal from their course(s), shall be afforded the following special ~~consideration with regard to refunds of tuition, fees, and other expenses. Campuses shall develop policies that direct~~ considerations. Constituent institutions will:

~~1. All tuition and fee charges to be waived with:~~

~~a. Personal~~

1. Issue a full refund of all payments ~~refunded,~~

~~b. Financial aid adjusted as required~~ made by law,

~~c. Financial aid refunds paid by or on behalf of the student, if~~ and/or adjust the student's financial aid account, as appropriate.

A

~~2.~~ 2. Issue a full refund for textbooks purchased through the university bookstore for the semester in progress ~~is available by presenting. The student being called to military service should present~~ the textbooks, ~~the~~ purchase receipt(s), and a copy of the applicable military orders.¹⁴

~~A per diem~~

~~3.~~ 3. Issue a prorated refund of room rent ~~in~~ for a campus residence facility. This refund will be ~~issued~~ based on the student's official check-out date.¹⁵

~~Board fees~~

~~4.~~ 4. Issue a prorated refund of board fees. This refund will be prorated from the opening date of the dining hall for the term; during which the call to active duty occurs.

~~Unpaid~~

~~5.~~ 5. Allow unpaid account balances ~~will~~ to be subject to a payment plan formulated with the student; ~~and~~

~~6.~~ No collection actions will occur during a deployment.

C. Academic Credit

~~1. Campuses. Constituent institutions~~ must have a separate transcript notation appropriate for students who withdraw for active or reserve military service. Such withdrawals will not count in the calculation of the GPA or tuition surcharge.

~~2. Campuses shall develop policies that permit a student called to active duty, as circumstances are presented, either to:~~

~~a. Receive the "I," or incomplete, grade and adjust the date for resolving the incompletes accordingly, including in a post-deployment return to the university and for~~

¹⁴ Campuses with a rental program should consider a refund or a ~~pro-rating~~ prorating of the rental fee.

¹⁵ If the student is receiving a BAH benefit from the VA for housing, they are entitled to keep all funds through their last date of attendance (as certified on campus). Any funds received from the VA for any period after the last date of attendance become a VA student debt.

~~students who do not return to the university within three years post-deployment¹⁶, any “I” assigned for a call to duty should convert to a military withdrawal;¹⁷ or~~

~~b. ——— complete the coursework, when possible, online, by testing out early, or through an academic contract with the faculty member(s).¹⁸~~

D. Deferral of Enrollment. Campuses/Constituent institutions will allow admitted undergraduate and graduate students to defer admission if they are called to active duty before the start of a term. Campuses/Constituent institutions should consider, in cases of a national emergency or crisis, allowing a deferral of enrollment for students who enlist in the United States Armed Forces prior to enrolling. Campuses/Constituent institutions shall:

1. Describe the process by which the student (or an appropriate officer of the Armed Forces or official of the ~~DOD~~ Department of the Defense (DOD)) gives advance written or verbal notice of call to duty to the designated campus body or official;¹⁹
2. Describe the process by which the student informs the appropriate campus body or official of intent to return to the institution upon completion of period of service;
3. Publish the details of the process in the appropriate sections of the university catalogue and website;
4. Include provision for a full refund on all deposits paid by the student; and
5. Clarify the notification process of all relevant offices on campus.

E. Military Leave of Absence for Graduate Students. Campuses/Constituent institutions shall develop policies permitting graduate students called to duty to take a military leave of absence from their program of study. These policies should:

1. Be published in the appropriate sections of the university catalogue and website;
2. Describe the process by which the student (or an appropriate officer of the Armed Forces or official of the DOD) gives advance written or verbal notice of call to duty to the designated campus body or official;²⁰
3. Describe the process by which the student informs the appropriate campus body or official of intent to return to the institution upon completion of period of service;

~~¹⁶ A student upon the completion of a period of service in the uniformed services, notifies the institution of the intent to return no later than three years after the completion of the period of service. HEA Sec. 484C (c)(4)(A) through (c)(4)(C).~~

~~¹⁷ There will be no refund of tuition, fees, or books in this case.~~

~~¹⁸ For courses completed, policies on refunds will be adjusted accordingly.~~

¹⁹ No notice is required if the giving of such notice is precluded by military necessity, such as a mission, operation, exercise, or requirement that is classified or a pending or ongoing mission, operation, exercise, or requirement that may be compromised or otherwise adversely affected by public knowledge (HEA Sec. 484C(c)(1)(A)(B)(C)).

²⁰ No notice is required if the giving of such notice is precluded by military necessity, such as a mission, operation, exercise, or requirement that is classified or a pending or ongoing mission, operation, exercise, or requirement that may be compromised or otherwise adversely affected by public knowledge (HEA Sec. 484C(c)(1)(A)(B)(C)).

~~4. Describe the process of resumption of study;~~

~~4. Describe the process of resumption of study;~~

5. Establish the process for adjustment of any time ~~clocks~~limits for degree completion; and

6. Describe a process that recertifies the currency of all graduate degree requirements that may be beyond allowed time limits, including review in the case of required repetition of course work that might be outdated.

F. Readmission to the University. All ~~campuses~~constituent institutions shall readmit undergraduate and graduate students who were called to active duty. ~~Campuses~~Constituent institutions shall:

1. Readmit students who were in good academic standing at the time of their call to duty and who seek readmission no later than three years after the completion of the period of service;^{21, 22} subject to campus safety policies and procedures.²³

2. Waive any new application process or fees;²⁴

3. Describe the process by which the student informs the appropriate campus body or official of intent to return to the institution upon completion of the period of service;²

4. Adjust the registration window for students to allow for early registration, if possible;²

5. Clarify variations in regulations for readmission for students:

a. Who were on academic probation or suspension;² or

b. Who were away longer than three calendar years following the completion of service.

~~²¹ A student hospitalized or convalescing from an illness or injury during the performance of service shall notify the institution of the intent to return no later than two years after the end of recovery. A student who fails to apply for readmission within the period described shall not automatically forfeit such eligibility for readmission to the institution of higher education, but shall be subject to the institution's established leave of absence policy and general practices. (HEA Sec. 484C (c)(4)(A) through (c)(4)(C)).~~

~~²² A student hospitalized or convalescing from an illness or injury suffered during the performance of military service shall notify the institution of the intent to return no later than two years after the end of recovery. A student who fails to apply for readmission within the period described shall not automatically forfeit such eligibility for readmission to the institution of higher education, but shall be subject to the institution's established leave of absence policy and general practices. (HEA Sec. 484C (c)(4)(A) through (c)(4)(C)).~~

~~²³ Required checks for campus safety will be performed.~~

~~²⁴ Required checks for campus safety will be performed. CampusesConstituent institutions will incur the fee.~~

6. Indicate a process for reinstatement to a specific undergraduate program of study.

F

G. Scholarship Status. When possible, and depending on the availability of funds, undergraduate and graduate students receiving university scholarships at the time of their call to duty should be able to receive the remainder of the scholarship upon their return. ~~Campuses~~ Constituent institutions shall develop policies related to the impact of call to duty on the scholarships they award. These policies must:

1. Include provisions to notify students about the status of their scholarships at the time of a military withdrawal or leave of absence; and

~~1.~~

2. Describe the rules related to reinstatement of scholarships and the process to initiate reinstatement when possible.

G

H. National Guard and Reserves

~~1. Campuses~~

1. Constituent institutions are encouraged to accommodate students who are required to participate in weekly or monthly meetings, weekend drills, annual trainings, military schooling or other training or official military events as members of the National Guard or Reserves.

2. Students should be advised to inform their course instructors that they are members of the National Guard or Reserves ~~and~~. Furthermore, they should try to avoid registering for courses ~~that will significantly and substantially impact~~ in which their academic performance and learning will be substantially and negatively impacted by ~~missing more than one third (1/3) of the class meetings; absences due to military commitments.~~

3. If a student seeks to be excused from class for National Guard or Reserve duty, ~~he/she~~ the student is encouraged to provide a copy of orders or a letter from the unit command to the course instructor, and to inquire about making up missed course work. The course instructor is encouraged to permit the student a reasonable amount of time to make up missed assignments. ~~Whether or not students are allowed to make up missed assignments or tests relies upon faculty discretion.~~

I. Excused Absence for Time Missed Due to Being Placed on Active Duty by the North Carolina National Guard or Reserves. Any undergraduate or graduate student enrolled in a constituent institution who is a National Guard service member, or a member of the Reserves, and who is called to either state or federal active duty not requiring withdrawal during an academic term shall:

1. Be given an excused absence for the period of time the student is on active duty;

2. Be given the opportunity to make up any test or other work missed during the excused absence;

3. Be given the option, when feasible to continue classes and coursework during the academic term through online participation for the period of time the student is placed on active duty;

4. Be given a temporary grade of incomplete (I) for any course that the student was unable to complete as a result of being placed on active duty; however, the student must complete the course requirements within the period of time specified by the constituent institution in order to avoid receiving a failing grade for the course; and

5. Be permitted to drop, with no penalty, any course that the student was unable to complete as a result of being placed on active duty status.

XIV. Other Matters

A. Effective Date. The requirements of this regulation shall be effective on the date of its adoption by the president.

B. Relation to Federal and State Laws and Policies. The foregoing regulation as adopted by the president is meant to supplement, and does not purport to supplant or modify, those statutory enactments, regulations, and policies which may govern or relate to the subject matter of this regulation.

Regulation for Military Student Success

- I. Purpose. This regulation provides a framework for the constituent institutions of the University of North Carolina System (UNC System) to develop and maintain a comprehensive network of services for military-affiliated students seeking to meet their educational goals. This regulation implements the requirements of Section 700.7.1 of the UNC Policy Manual, and serves to promote the general welfare of United States (U.S.) military service members, veterans, spouses, and dependent family members at the constituent institutions.
- II. Data Collection and Reporting on Military-Affiliated Students. The UNC System Office shall establish appropriate and uniform data collection guidelines and procedures that will enable the tracking of academic progress of military-affiliated students, and that will support the enactment of the recommendations contained in the *UNC SERVES April 2010 Report to the President*.
- III. Application Fees for Active Duty Service Members. Constituent institutions are encouraged to waive the admissions application fee for all service members if they are in an active duty status at the time of application.
- IV. Tuition Rates for Military-Affiliated Students. Constituent institutions shall clearly articulate the process for military-affiliated students to establish eligibility for the in-state tuition rate pursuant to state and federal law, and to the guidelines of the Residency Determination System. Information regarding eligibility for in-state tuition shall be publicized as part of both the undergraduate and graduate recruitment and admissions processes.
- V. Faculty and Staff Support Training on Issues Affecting Military-Affiliated Students. Constituent institutions shall provide support for faculty and staff training on issues that are unique to, or commonly encountered by, military-affiliated students. This training should conform to best practice guidelines. Professional advisors and faculty should be well-versed in continuous enrollment provisions in order to assist military-affiliated students in making the best decisions about their academic program choices.
- VI. North Carolina National Guard Tuition Assistance Benefit. The North Carolina National Guard Tuition Assistance benefit shall be applicable to students at UNC constituent institutions seeking to achieve a two-year associate degree, a four-year baccalaureate degree, or a graduate degree. It shall also be applicable to students enrolled in a program granting a graduate certificate, and to students enrolled in a professional certification program recommended by the director of the North Carolina National Guard Education and Employment Center and approved by the North Carolina National Guard Education Services Officer.
- VII. Campus-Based Support Structures for Military-Affiliated Students. Constituent institutions are encouraged to create campus-based military affairs committees to assist military-affiliated students in successfully transitioning to and succeeding in and beyond the educational environment. To ensure effectiveness, these committees should, at the minimum, be charged with:

- A. Facilitating awareness and communication between key departments with regard to constituent institution-based services for military-affiliated students;
- B. Coordinating and evaluating programs and services for military-affiliated students;
- C. Factoring military-affiliated students into institutional planning, particularly with regard to diversity; and
- D. Ensuring institutional compliance with standards based on policy implemented by the Department of Defense and Department of Veterans Affairs.

VIII. Financial Support of Military-Affiliated Students

A. Constituent institutions shall create policies that guarantee that undergraduate and graduate military-affiliated students using United States Veterans Administration (VA) educational benefits are held harmless from VA processing delays that prevent timely payment of their educational benefits. These policies shall include provisions:

1. Granting forgiveness of late payment fees on students whose VA educational benefits are delayed; and
2. Maintaining students' course registrations until such delayed payments are received.

B. Constituent institutions are encouraged to develop a policy providing undergraduate and graduate students using GI Bill benefits with "bridge loans," payment plans, tuition deferments, vouchers, or some combination of these items to cover tuition, fees, housing, books, and other expenses related directly to university life, as defined by campus policy, until payment is received from the VA.

C. Scholarships and Grants. Development offices at constituent institutions are also encouraged to create, fund, and maintain scholarships and grants for undergraduate and graduate military-affiliated students.

IX. Campus Employment. Constituent institutions are encouraged to recruit veterans and eligible family members, when appropriate, for on-campus VA work study.

X. Organizations and Communication. Constituent institutions are encouraged to support student veteran organizations and/or other military-affiliated student organizations. The student organization advisor is encouraged to communicate updates on veterans and military affairs on campus, as well as on topics and announcements related to any military-affiliated student groups.

XI. Academic Support for Military-Affiliated Students

A. Orientation/Transition Seminar. To the greatest extent possible, constituent institutions shall provide break-out sessions focused on military-affiliated students as part of their regular orientation programs. When possible, the resources of this session should be made available

online. Constituent institutions offering a credit-bearing introduction to the university course should consider providing a section or sections exclusively for military-affiliated students.

B. Priority enrollment. Active duty students using Armed Forces Tuition Assistance (TA) and students who have been released from active duty for a specific amount of time to attend college through a military degree completion program often face unique scheduling challenges. Whenever possible, constituent institutions should recognize such challenges by providing these students with priority enrollment.

C. Academic Assistance. Constituent institutions shall evaluate, review, adapt, and monitor academic assistance, including mentoring and tutoring, for their military-affiliated students. Reports of challenges and successes should be provided to the institution's Military Affairs Committee.

D. Military Science Courses and Tuition Surcharge. Constituent institutions should refer to the tuition surcharge exemption list that is part of Section 1000.1.5[R].

E. Service Cords. Constituent institutions are encouraged to provide military service cords for graduating student veterans, active-duty members, members of the National Guard, and Reservists. Institutions shall communicate to these students a process for acquiring these cords. Service cords shall be provided free of charge, when possible. Institutions shall consider officially recognizing these graduates in the printed program and/or during the ceremony.

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3. The MCAC shall forward credit recommendations made by faculty panels to the UNC System Office senior vice president for academic affairs for final approval.

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5. Constituent institutions shall publicize and adhere to credit recommendations made by faculty panels and approved by the UNC System Office senior vice president for academic affairs.

6. In the event that an academic department at one of the constituent institutions does not concur with one or more of these credit recommendations, the department head shall submit the rationale for the disagreement through the campus provost to the MCAC. The MCAC will forward the rationale to the UNC System Office senior vice president for academic affairs for further review and for a final determination.

E. UNC Constituent Institutions. Constituent institutions:

1. Shall establish and publish a process whereby active duty military, reservists, and veterans receive credit for, or a waiver of, the general education health and/or physical education requirements, based on military recruit training.

2. Shall accept foreign language coursework completed through the Defense Language Institute Foreign Language Center (DLIFLC) as transfer credit.¹ Institutions are also encouraged to establish a process for students to demonstrate proficiency and to waive campus language requirements for other foreign language skill development outside of DLIFLC. Examples include: College-Level Examination Program (CLEP) credit, Defense Language Proficiency exams, continuing education mission specific language training, etc.
3. Are encouraged to develop equivalence mapping for credit by exam for CLEP and DANTES Standardized Subject Tests (DSST), and to publish a chart showing the minimum allowable CLEP and DSST scores (no lower than 50 for CLEP) and the credit/course equivalences.
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 1. As stated in Section 400.1.5[R] of the UNC Policy Manual, students are expected to complete all the courses for which they are registered at the close of the course adjustment period *unless* withdrawal is permitted due to extenuating circumstances or military service.
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demonstrate sufficient cause for consideration due to changed circumstances.² These policies must:

- a. Be published in the appropriate sections of the university catalogue and website
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2. Issue a full refund for textbooks purchased through the university bookstore for the semester in progress. The student being called to military service should present the textbooks, purchase receipt(s), and a copy of the applicable military orders.⁴
3. Issue a prorated refund of room rent for a campus residence facility. This refund will be based on the student's official check-out date.⁵
4. Issue a prorated refund of board fees. This refund will be prorated from the opening date of the dining hall for the term during which the call to active duty occurs.
5. Allow unpaid account balances to be subject to a payment plan formulated with the student. No collection actions will occur during a deployment.

² Campuses may choose to process family requests under the extenuating circumstances provision of their policies, as outlined in Section 400.1.5[R] of the UNC Policy Manual. Alternatively, campuses may choose to process family requests under documentation and review requirements set up for persons called to active duty.

³ No notice is required if the giving of such notice is precluded by military necessity, such as a mission, operation, exercise, or requirement that is classified or a pending or ongoing mission, operation, exercise, or requirement that may be compromised or otherwise adversely affected by public knowledge (HEA Sec. 484C(c)(1)(A)(B)(C)).

⁴ Campuses with a rental program should consider a refund or a prorating of the rental fee.

⁵ If the student is receiving a BAH benefit from the VA for housing, they are entitled to keep all funds through their last date of attendance (as certified on campus). Any funds received from the VA for any period after the last date of attendance become a VA student debt.

C. Academic Credit. Constituent institutions must have a separate transcript notation appropriate for students who withdraw for active or reserve military service. Such withdrawals will not count in the calculation of the GPA or tuition surcharge.

D. Deferral of Enrollment. Constituent institutions will allow admitted undergraduate and graduate students to defer admission if they are called to active duty before the start of a term. Constituent institutions should consider, in cases of a national emergency or crisis, allowing a deferral of enrollment for students who enlist in the United States Armed Forces prior to enrolling. Constituent institutions shall:

1. Describe the process by which the student (or an appropriate officer of the Armed Forces or official of the Department of the Defense (DOD)) gives advance written or verbal notice of call to duty to the designated campus body or official;⁶
2. Describe the process by which the student informs the appropriate campus body or official of intent to return to the institution upon completion of period of service;
3. Publish the details of the process in the appropriate sections of the university catalogue and website;
4. Include provision for a full refund on all deposits paid by the student; and
5. Clarify the notification process of all relevant offices on campus.

E. Military Leave of Absence for Graduate Students. Constituent institutions shall develop policies permitting graduate students called to duty to take a military leave of absence from their program of study. These policies should:

1. Be published in the appropriate sections of the university catalogue and website;
2. Describe the process by which the student (or an appropriate officer of the Armed Forces or official of the DOD) gives advance written or verbal notice of call to duty to the designated campus body or official;⁷
3. Describe the process by which the student informs the appropriate campus body or official of intent to return to the institution upon completion of period of service;
4. Describe the process of resumption of study;
5. Establish the process for adjustment of any time limits for degree completion; and

⁶ No notice is required if the giving of such notice is precluded by military necessity, such as a mission, operation, exercise, or requirement that is classified or a pending or ongoing mission, operation, exercise, or requirement that may be compromised or otherwise adversely affected by public knowledge (HEA Sec. 484C(c)(1)(A)(B)(C)).

⁷ No notice is required if the giving of such notice is precluded by military necessity, such as a mission, operation, exercise, or requirement that is classified or a pending or ongoing mission, operation, exercise, or requirement that may be compromised or otherwise adversely affected by public knowledge (HEA Sec. 484C(c)(1)(A)(B)(C)).

6. Describe a process that recertifies the currency of all graduate degree requirements that may be beyond allowed time limits, including review in the case of required repetition of course work that might be outdated.

F. Readmission to the University. All constituent institutions shall readmit undergraduate and graduate students who were called to active duty. Constituent institutions shall:

1. Readmit students who were in good academic standing at the time of their call to duty and who seek readmission no later than three years after the completion of the period of service,⁸ subject to campus safety policies and procedures.⁹

2. Waive any new application process or fees.¹⁰

3. Describe the process by which the student informs the appropriate campus body or official of intent to return to the institution upon completion of the period of service.

4. Adjust the registration window for students to allow for early registration, if possible.

5. Clarify variations in regulations for readmission for students:

a. Who were on academic probation or suspension; or

b. Who were away longer than three calendar years following the completion of service.

6. Indicate a process for reinstatement to a specific undergraduate program of study.

G. Scholarship Status. When possible, and depending on the availability of funds, undergraduate and graduate students receiving university scholarships at the time of their call to duty should be able to receive the remainder of the scholarship upon their return. Constituent institutions shall develop policies related to the impact of call to duty on the scholarships they award. These policies must:

1. Include provisions to notify students about the status of their scholarships at the time of a military withdrawal or leave of absence; and

⁸ A student hospitalized or convalescing from an illness or injury suffered during the performance of military service shall notify the institution of the intent to return no later than two years after the end of recovery. A student who fails to apply for readmission within the period described shall not automatically forfeit such eligibility for readmission to the institution of higher education, but shall be subject to the institution's established leave of absence policy and general practices. (HEA Sec. 484C (c)(4)(A) through (c)(4)(C)).

⁹ Required checks for campus safety will be performed.

¹⁰ Required checks for campus safety will be performed. Constituent institutions will incur the fee.

2. Describe the rules related to reinstatement of scholarships and the process to initiate reinstatement when possible.

H. National Guard and Reserves

1. Constituent institutions are encouraged to accommodate students who are required to participate in weekly or monthly meetings, weekend drills, annual trainings, military schooling or other training or official military events as members of the National Guard or Reserves.

2. Students should be advised to inform their course instructors that they are members of the National Guard or Reserves. Furthermore, they should try to avoid registering for courses in which their academic performance and learning will be substantially and negatively impacted by absences due to military commitments.

3. If a student seeks to be excused from class for National Guard or Reserve duty, the student is encouraged to provide a copy of orders or a letter from the unit command to the course instructor, and to inquire about making up missed course work. The course instructor is encouraged to permit the student a reasonable amount of time to make up missed assignments.

I. Excused Absence for Time Missed Due to Being Placed on Active Duty by the North Carolina National Guard or Reserves. Any undergraduate or graduate student enrolled in a constituent institution who is a National Guard service member, or a member of the Reserves, and who is called to either state or federal active duty not requiring withdrawal during an academic term shall:

1. Be given an excused absence for the period of time the student is on active duty;
2. Be given the opportunity to make up any test or other work missed during the excused absence;
3. Be given the option, when feasible to continue classes and coursework during the academic term through online participation for the period of time the student is placed on active duty;
4. Be given a temporary grade of incomplete (I) for any course that the student was unable to complete as a result of being placed on active duty; however, the student must complete the course requirements within the period of time specified by the constituent institution in order to avoid receiving a failing grade for the course; and
5. Be permitted to drop, with no penalty, any course that the student was unable to complete as a result of being placed on active duty status.

XIV. Other Matters

A. Effective Date. The requirements of this regulation shall be effective on the date of adoption of this regulation by the president.

B. Relation to Federal and State Laws and Policies. The foregoing regulation as adopted by the president is meant to supplement, and does not purport to supplant or modify, those statutory enactments, regulations, and policies which may govern or relate to the subject matter of this regulation.

Guidelines for Military Student Success

- I. Admission of Active Duty Service Members and Veterans
 - A. If an active duty or veteran member of the armed services seeks undergraduate admission, but does not meet campus specific transfer admission requirements, the constituent institution is encouraged to offer the student an “academic contract” assuring admission upon completion of specified college-level coursework at another regionally accredited higher education institution with a minimum grade point average of no less than 2.0.
 - B. The contract should include the student’s name, branch of service, length of prior military service, number of credit hours to be awarded based on military training/experience and transferable college credit, and reason for inadmissibility (for example, MCR deficiency). The terms of the contract should set forth the conditions for admission and include specific courses to be completed at a regionally accredited higher education institution and the cumulative grade point average required for admission. (See Addendum A for copy of suggested contract template. Campuses may elect to use or modify the template or create and use a campus specific contract.)
 - C. The contract should also note that all students seeking admission to a UNC constituent institution must submit an application and supporting documents prior to published deadlines, and be cleared with regard to campus safety issues.
- II. Data Collection and Reporting on Military-Affiliated Students. Consistent with recommendations in the *UNC SERVES April 2011 Report to the President* and the intent of the President of the United States’ Executive Order 13607, “Establishing Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses, and Other Family Members” issued April 27, 2012, University of North Carolina constituent institutions will establish a section in their undergraduate and graduate admissions application (CFNC.org, Common Application, and campus-specific application) entitled “Military Status for Financial Aid and Residency Determination.”
 - A. This section must ask the following questions:
 1. “Are you currently serving or have you ever served in the United States Armed Forces?”
 2. “Are you a dependent or spouse of a current or prior United States service-member?”
 - B. A “yes” response to question (a) should lead to the following statement and questions:

Please complete the following if you currently serve or have ever served in any branch or status in the United States Armed Forces. This information will help us connect you with financial aid benefits and determine your eligibility for in-state residency.

1. Your current status.

The answers allowable under this heading shall be: Active-duty, NC National Guard, Other National Guard, Reservist, Separated Veteran, Retiree.

2. Branch of service.

The answers allowable under this heading shall be: Army, Air Force, Navy, Marine Corps, Coast Guard.

3. Current or last pay grade.

The answers allowable under this heading will be: E-1, E-2, E-3, E-4, E-5, E-6, E-7, E-8, E-9, O-1, O-2, O-3, O-4, O-5, O-6, O-7, O-8, O-9, O-10, O-11, W-1, W-2, W-3, W-4, W-5.

4. Do you plan to use military or veterans educational benefits while enrolled at this institution?

The answers allowable under this heading shall be: Yes, No, Not Sure

If yes, which benefit do you plan to use?

The answers allowable under this heading will be:

Chapter 30 - Montgomery GI Bill
Chapter 31 - Vocational Rehabilitation
Chapter 33 – Post 9/11 GI Bill
Chapter 35 – Dependents Education Assistance (DEA)
Chapter 1606 – Selected Reserves GI Bill
Chapter 1607 – Reserves Education Assistance Program (REAP)
Military Tuition Assistance
Military Spouse Career Advancement Accounts (MyCAA)
Marine Gunnery Sgt. John David Fry Scholarship
Not sure

5. Your current or last permanent duty station.

The answers allowable under this heading shall be: Fort Bragg, Camp Lejeune, MCAS Cherry Point, MCAS New River, Pope Army Airfield, Seymour Johnson AFB, USCG North Carolina, Other installation outside of NC. NC National Guard, Other National Guard, Reservist.

6. Your current or last home of record.

7. Your state of legal residence last claimed on your DD Form 2058 (State of Legal Residence Certificate)
8. Date of initial entry into military service.
9. Discharge or retirement date (actual or anticipated).
10. If discharged or retired, your final duty station.

The answers allowable under this heading will be: Fort Bragg, Camp Lejeune, MCAS Cherry Point, MCAS New River, Pope AFB, Seymour Johnson AFB, USCG North Carolina, Other installation outside of NC, NA - NC National Guard, NA - Other National Guard, NA – Reservist.

- C. A “yes” response to question (b) should lead to the following statement and questions:

Please complete the following if you are the dependent or spouse of someone currently serving or who has ever served in any branch or status in the United States Armed Forces. This information will help us connect you with financial aid benefits and determine your eligibility for in-state residency. Please respond to these questions in reference to the connected service member.

1. Your relationship to the service-member or veteran.

The answers allowable under this heading shall be: dependent, spouse.

2. Current status of service member.

The answers allowable under this heading will be: Active-duty, NC National Guard, Other National Guard, Reservist, Separated Veteran, Retiree.

3. Branch of service of service member.

Army, Air Force, Navy, Marine Corps, Coast Guard.

4. Current or last pay grade of service member.

The answers allowable under this heading will be: E-1, E-2, E-3, E-4, E-5, E-6, E-7, E-8, E-9, O-1, O-2, O-3, O-4, O-5, O-6, O-7, O-8, O-9, O-10, O-11, W-1, W-2, W-3, W-4, W-5.

5. Do you plan to use United States Department of Defense or veterans educational benefits while enrolled at this institution?

The answers allowable under this heading will be: Yes, No, Not Sure.

If yes, which benefit do you plan to use? The answers allowable under this heading will be:

Chapter 33 – Post 9/11 GI Bill
Chapter 35 – Dependents Education Assistance (DEA)
Military Spouse Career Advancement Accounts (MyCAA)
Marine Gunnery Sgt. John David Fry Scholarship
Not sure

6. Current or last permanent duty station of service member.

The answers allowable under this heading will be: Fort Bragg, Camp Lejeune, MCAS Cherry Point, MCAS New River, Pope Army Airfield, Seymour Johnson AFB, USCG North Carolina, Other installation outside of NC. NC National Guard, Other National Guard, Reservist.

7. Current or last home of record of service member.

8. What is/was the state of legal residence the service member last claimed on his/her DD Form 2058 (State of Legal Residence Certificate)?

9. Date of initial entry into military service for service member.

10. Discharge or retirement date of service member (actual or anticipated).

11. If discharged or retired, service member's final duty station.

The answers allowable under this heading will be: Fort Bragg, Camp Lejeune, MCAS Cherry Point, MCAS New River, Pope AFB, Seymour Johnson AFB, USCG North Carolina, Other installation outside of NC, NA - NC National Guard, NA - Other National Guard, NA – Reservist.

The president shall work with the constituent institutions to create space in the Student Data File for the information and develop an annual report of this information.

III. Campus Support Structures for Military-Affiliated Students

A. Campus-Based Military Affairs Committee. Chancellors are encouraged to appoint the members of the Military Affairs Committee. Suggested campus-based personnel include:

1. An admissions counselor whose portfolio includes working with Military-Affiliated Students.

2. A financial aid counselor whose portfolio includes working with Military-Affiliated Students.

3. A representative from the Registrar's Office whose portfolio includes working with Military-Affiliated Students.

4. A representative from Career Services whose portfolio includes working with Military-Affiliated Students.
5. A student affairs representative whose portfolio includes working with Military-Affiliated Students.
6. A diversity affairs representative whose portfolio includes working with Military-Affiliated Students.
7. The UNC Military Affairs Council representative.
8. A Military Affairs Liaison who serves as the official link between the campus and military communities as well as between the campus and UNC General Administration/ the Military Affairs Liaison will serve as a campus ombudsperson for military-affiliated students as well as he campus representative to the UNC Military Affairs Council.
9. A G.I. Bill School Certifying Official.
10. A representative from disability services whose portfolio includes working with Military-Affiliated students.
11. Representatives from campus health services and/or campus counseling center who work with Military-Affiliated students.
12. Faculty, including but not limited to campus-based professors of Military Science and faculty members who are veterans of the armed services.
13. Students, including leadership of campus-based Military Student and/or Veterans Organizations.

To ensure effectiveness, this committee should, at the minimum, be charged with:

1. Facilitating awareness and communication between key departments with regard to campus-based services for military-affiliated students;
2. Coordinating and evaluating programs and services for military-affiliated students; and
3. Factoring military-affiliated students into institutional planning particularly with regard to diversity

B. Faculty and Staff Support Training. UNC General Administration will be responsible for providing campuses with resources for use in support of campus-based faculty/staff military awareness training program. UNC General Administration will also work to create an online system-wide training program that will be made available to constituent institutions to use in place of or in addition to campus-based programs.

IV. Military Learning and Academic Credit. General principles:

- A. The General Administration will assist constituent institutions with identifying the training, experience and education most frequently seen on military transcripts in order to determine appropriate transfer credit.
 - B. The General Administration will assist constituent institutions with identifying the CLEP and DSST exams most frequently seen on military transcripts.
 - C. The General Administration will provide technical assistance to assist with the training of constituent institution staff members who are designated to work with students regarding the transfer of military credit.
- V. Service Member Call to Duty. Consistent with Public Law 110-315, Sections 484C(c)(1)(A)(B)(C) and 484C (c)(4)(A)through (c)(4)(C), otherwise known as the Higher Education Opportunity Act (HEOA) and 20 U.S.C. 1091c:
- A. Any student whose absence from an institution is necessitated by reason of service in the uniformed services shall be entitled to readmission to the institution if the:
 - 1. Student (or an appropriate officer of the Armed Forces or official of the DOD) gives advance written or verbal notice of such service to the appropriate official at the institution;
 - 2. Cumulative length of the absence and of all previous absences from that institution, by reason of service in the uniformed services, does not exceed five years; and
 - 3. Student submits a notification of intent to reenroll in the institution, except as otherwise provided in this section.

The term “service in the uniformed services” means service (whether voluntary or involuntary) on active duty in the Armed Forces, including such service by a member of the National Guard or Reserve, for a period of more than 30 days under a call or order to active duty of more than 30 days.

Exception: No notice is required if providing such notice is precluded by military necessity, such as:

- 1. A mission, operation, exercise, or requirement that is classified; or
- 2. A pending or ongoing mission, operation, exercise, or requirement that may be compromised or otherwise adversely affected by public knowledge.

B. Readmission to the University

1. A student upon the completion of a period of service in the uniformed services, notifies the institution of the intent to return no later than three years after the completion of the period of service.
2. A student hospitalized or convalescing from an illness or injury during the performance of service shall notify the institution of the intent to return no later than two years after the end of recovery.
3. A student who fails to apply for readmission within the period described shall not automatically forfeit such eligibility for readmission to the institution of higher education, but shall be subject to the institution's established leave of absence policy and general practices.



AGENDA ITEM

B-3. Minimum Admissions Requirements (MAR) Pilot Evaluation Report.....Dan Cohen-Vogel

- Situation:** An evaluation of the available data from a three-year pilot sliding admissions scale.
- Background:** In response to analysis of UNC System data and other studies showing the lack of significance of standardized tests in predicting student success, the Board of Governors voted in March 2015 to allow three UNC System institutions to admit freshman applicants with standardized test scores below the Board’s minimum cut-offs, provided the students had high school grade point averages above the minimum standards.
- Assessment:** Analysis compared the population admitted under the pilot admissions criteria to students who met the regular minimum admissions standard. The results show that the pilot admissions population performs similarly to the population of students who met the Board’s minimum admissions requirements. Staff recommend that the committee consider extending the pilot, at least until there are sufficient data with which to evaluate differences in graduation rates.
- Action:** This item requires a vote by the committee and a vote by the full Board of Governors.



THE UNIVERSITY OF NORTH CAROLINA SYSTEM

REPORT: MINIMUM ADMISSIONS REQUIREMENTS (MAR) PILOT EVALUATION REPORT

May 23, 2018

University of North Carolina System
Chapel Hill, North Carolina

Executive Summary

A comparison of the performance for the 2015 and 2016 cohorts shows no statistical difference between the students admitted under the pilot standards and those admitted under the regular admissions standards.

This is an analysis of the 3-year “pilot” allowing some UNC System institutions to *reduce minimum required standardized test scores (SAT, ACT) for students with above-minimum high school grade point averages (GPAs)*. The pilot was initiated in response to UNC System data analysis and review of national research that showed the importance of GPA and the relative insignificance of test scores as predictors of student success. The pilot was a further, intentional test of those findings, which were based on analysis of historical data over a time period of changing (increasing) admissions standards.

At this point in the pilot, there is only information about the number of students admitted in the three cohort years and some performance of the initial cohorts through the middle of the 2017-18 academic year. The cohorts of students admitted under the pilot standards, combined across the three participating institutions, totaled 544 students in fall 2015 through fall 2017. This represents a little under 9% of new first-time undergraduates (freshmen) at those institutions and just over 5% of all new degree-seeking undergraduates in the three years.

Background

The Board of Governors voted to approve the Minimum Admissions Requirements (MAR) Pilot at its October 24, 2014 meeting, to be in effect for the freshmen classes entering fall 2015 through fall 2017. The pilot is essentially a sliding admissions scale that allows for students with high school grade point averages (GPA) above UNC System minimums to be subject to reduced standardized test score minimums relative to those set in Board Policy 700.1.1.

The sliding scale approved by the Board allowed for 0.1-point increments in GPA to offset reductions in the minimum required SAT score by 10 points. For example, a student could be accepted with a 790 SAT (10 points below the 800 minimum) if the student’s high school GPA was at least a 2.6 (0.1 points above the 2.5 minimum). Note that the sliding scale combinations have been made somewhat more complex since the College Board released a new, re-normed SAT in spring 2016. Exhibit 1 shows the regular standard and the pilot sliding scale.

Exhibit 1: Pilot Admissions Scale, Including New SAT Score Minimums

Policy Regime	High School GPA Minimum	Old SAT Minimum (Until 2016)	New SAT Minimum (Re-normed in 2016)	ACT Minimum
System-wide Standard	2.5	800	880	17
Pilot	2.6	790	870	16
Pilot	2.7	780	860	16
Pilot	2.8	770	860	16
Pilot	2.9	760	850	16
Pilot	3.0	750	840	15

Three UNC constituent institutions (ECSU, FSU, and NCCU) were authorized to participate and began implementation in the fall 2015 term. The policy permits up to 100 students per institution to enter each year under the adjusted admissions criteria. Exhibit 2 provides a summary of the academic backgrounds of students admitted to the three institutions under the pilot.

Exhibit 2: Students Enrolling Under MAR Pilot Criteria and Their Average Admissions Scores

Institution	Entering Freshman Cohort Year	Number Entering in Pilot Range	High School GPA Average	SAT “old” Average (Number of students in parentheses)	SAT “new” Average (Number of students in parentheses)	ACT Average (Number of students in parentheses)
ECSU	2015	62	3.07	738 (41)	-	15.6 (43)
	2016	38	3.24	745 (31)	-	15.4 (24)
	2017	34	3.16	-	* (2)	15.7 (34)
FSU	2015	99	3.14	758 (80)	-	15.1 (65)
	2016	92	3.19	742 (73)	* (3)	15.4 (61)
	2017	45	3.13	* (4)	720 (8)	15.9 (42)
NCCU	2015	51	3.39	766 (37)	-	14.8 (35)
	2016	83	3.42	751 (55)	* (2)	15.1 (56)
	2017	40	3.37	* (2)	* (3)	15.6 (39)

Notes:

1. Average admissions scores are shown for those students submitting them. Students may take an SAT and/or ACT. Numbers in parentheses are the number from the cohort who submitted scores for that test.
2. SAT scores are on a scale of 400 to 1600, based on the sum of the Reading and Math sections. Individual admissions test scores are super-scored, meaning that a student submitting more than one set of test scores will be considered for admission based on the highest of each of the sections.
3. NCCU elected to raise the GPA minimum to a 3.0 regardless of the range of standardized test scores. In other words, that institution allowed for students to enter with SAT in the 750-790 range and ACT in the 15-16 score range as long as the student had at least a 3.0 high school GPA.
4. FSU enrolled more than 100 students within the pilot policy ranges in fall 2016. For purposes of evaluation, those additional four students are included here. In practice, universities do not have complete control over the number of accepted applicants who choose to enroll, called “yield rates.”
5. An asterisk in the cells above signifies there were fewer than 5 students with such a score, and privacy protection dictates that the score be “masked.”
6. “Old SAT” refers to the SAT administered prior to March 2016.

A comparison of some basic demographic and academic backgrounds of the pilot and non-pilot groups in Exhibit 3 shows that the two differ demographically somewhat with regard to gender and race – the pilot group is a higher percentage African-American and female. Academically, the two groups have similar average high school GPAs. And, since the pilot is by definition admitting students with lower standardized test scores, the median SAT and ACT scores are lower for the pilot cohorts.

Exhibit 3: Comparison of Demographic and Academic Characteristics for All Three Cohorts

Group	% Female	% African-American	Median HS GPA	Median SAT Score (old)	Median SAT Score (new)	Median ACT Score
Met MAR	64%	80%	3.21	860	940	18
Pilot	72%	90%	3.18	760	750	16

The Board of Governors’ strategic plan focuses in particular on rural and low-income populations. Exhibit 4 describes the pilot cohorts in those terms, comparing them with non-pilot entering freshmen. The exhibit shows that the pilot cohorts are more likely to be low-income (9 percentage points higher Pell recipients) and more likely to be from rural/distressed counties (9 percentage points higher from Tier 1 and Tier 2 counties).

Exhibit 4: Comparison of Strategic-Plan-Related Demographic Characteristics for the Three Cohorts

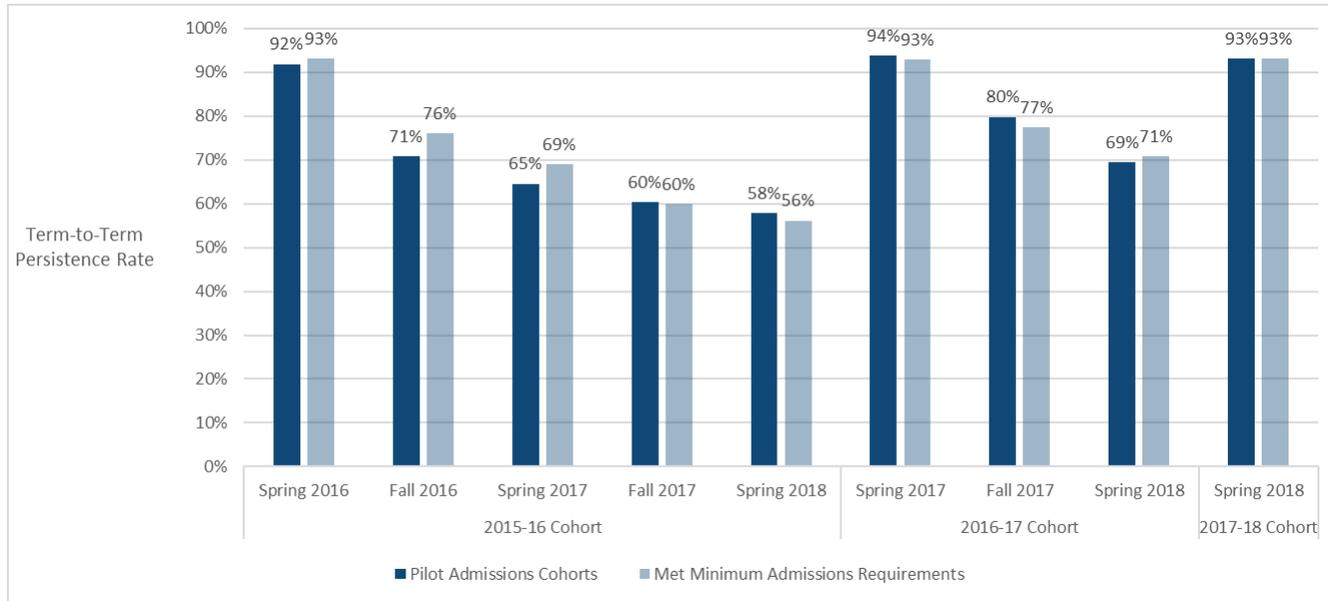
Group	% Pell Recipients	% Rural Counties	% Tier 1 County Residency	% Tier 2 County Residency
Met MAR	77%	56%	23%	33%
Pilot	86%	67%	38%	30%

Performance Analysis Results

The Board of Governors’ establishment of this pilot admissions policy included specific metrics with which the pilot would be monitored and evaluated. A first, interim analysis of the fall 2015 entering freshmen focused on retention (fall-to-spring and fall-to-fall; at the original institution and system-wide) and total credits earned in the first year (overall as well as conditioned on fall persistence). Staff summarized the data descriptively and conducted different types of multivariate statistical analyses. These analyses included both multiple (OLS) regression and logistic regression models, testing with both clustered and non-clustered standard errors, and focused analyses that applied propensity score matching. The conclusions were similar regardless of the methods used; namely, in the interim analysis of the first cohort’s first-year performance, *there were statistically insignificant differences between the control and treatment groups in both retention and credits earned.* In other words, for the fall 2015 cohort, the control and treatment groups statistically had the same outcomes.

This present analysis looks descriptively at different aspects of the first three years of performance for the initial 2015 cohort, the first two years of performance for the 2016 cohort, and the first-year performance for the 2017 cohort. The conclusions are similar to those of the previous historical data analysis and the prior year’s interim analysis of the first cohort. The following diagrams in Exhibits 5a through 5f demonstrate how similar the population entering under the pilot admissions criteria are to the population that met the standard minimum admissions criteria. The distributions of cumulative grade point average and credit hours accumulated are very similar. In other words, the results of this analysis reinforce the findings of the previous, interim analysis and of the analysis that was the basis for the pilot initially.

Exhibit 5a: Term-to-Term Persistence Comparison, Students Entering Under Pilot Admissions Criteria Compared to Those Who Met the Standard Minimum Admissions Criteria



Explanation of the next five charts:

The following box and whisker plots help to summarize the full range of values observed in the data. The chart to the right should help to explain some of the parts of the box and whisker plots:

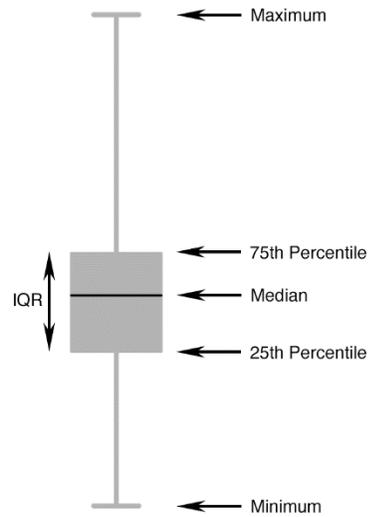
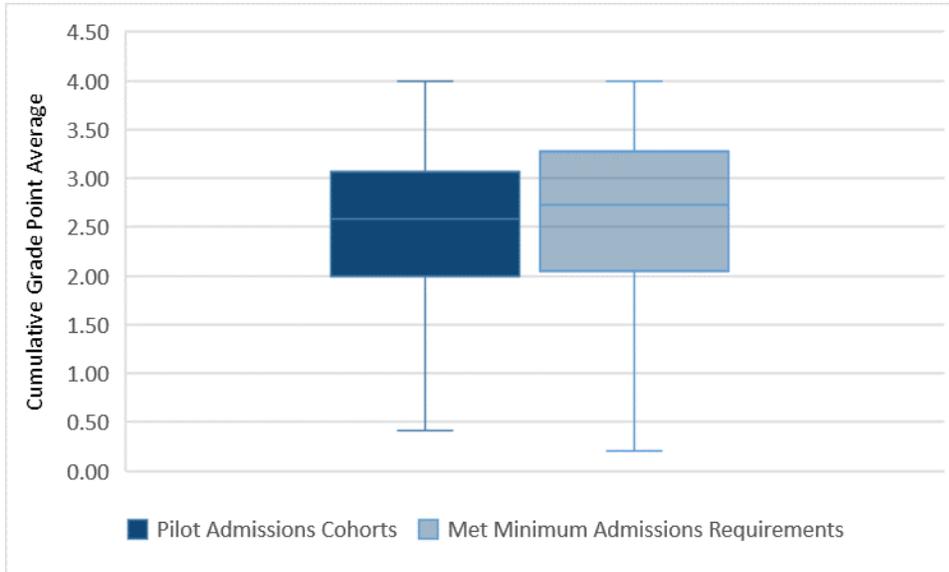
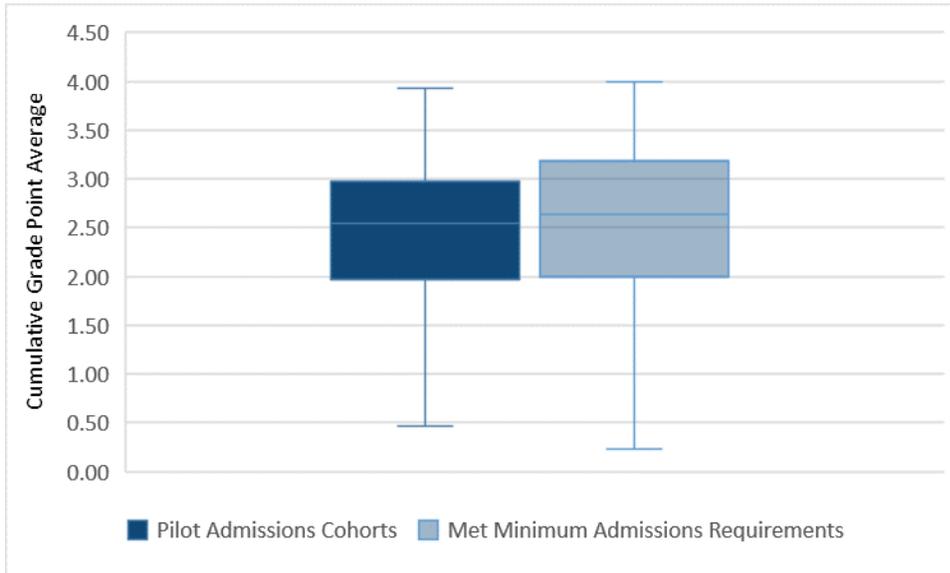


Exhibit 5b: Cumulative First-Year Grade Point Average Comparison, Students Entering Under Pilot Admissions Criteria Compared to Those Who Met the Standard Minimum Admissions Criteria



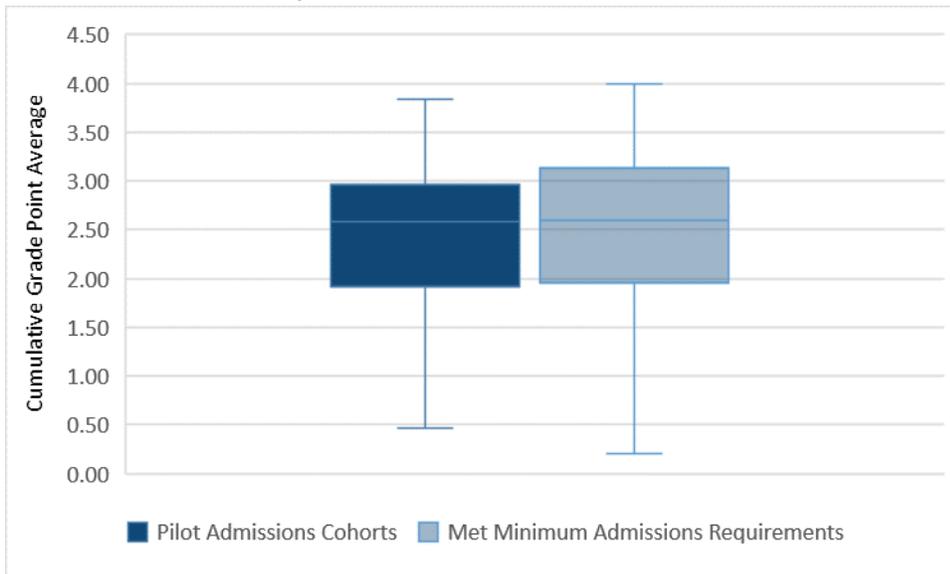
Metric	Pilot Admissions Cohorts	Met Minimum Admissions Requirements
75 th Percentile	3.07	3.27
50 th Percentile (median)	2.58	2.73
25 th Percentile	2.00	2.04

Exhibit 5c: Cumulative Second-Year Grade Point Average Comparison, Students Entering Under Pilot Admissions Criteria Compared to Those Who Met the Standard Minimum Admissions Criteria



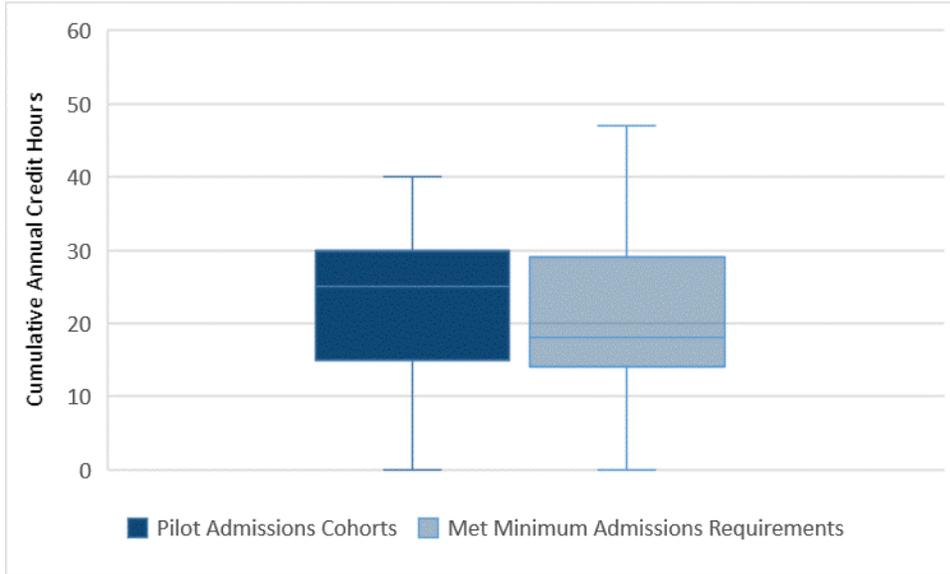
Metric	Pilot Admissions Cohorts	Met Minimum Admissions Requirements
75 th Percentile	2.97	3.18
50 th Percentile (median)	2.54	2.64
25 th Percentile	1.98	2.00

Exhibit 5d: Cumulative Third-Year Grade Point Average Comparison, Students Entering Under Pilot Admissions Criteria Compared to Those Who Met the Standard Minimum Admissions Criteria



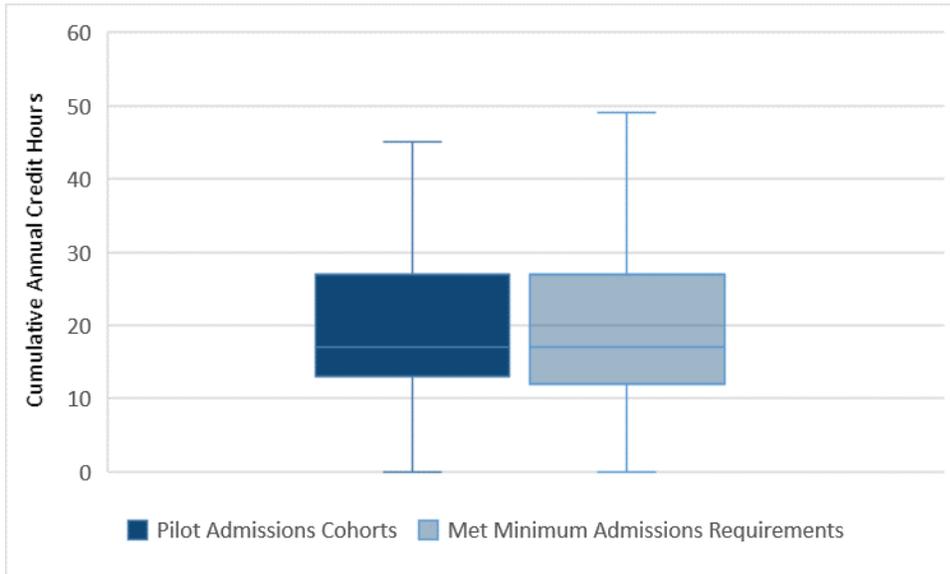
Metric	Pilot Admissions Cohorts	Met Minimum Admissions Requirements
75 th Percentile	2.96	3.13
50 th Percentile (median)	2.59	2.60
25 th Percentile	1.93	1.95

Exhibit 5e: Cumulative First-Year Credit Hours Earned Comparison, Students Entering Under Pilot Admissions Criteria Compared to Those Who Met the Standard Minimum Admissions Criteria



Metric	Pilot Admissions Cohorts	Met Minimum Admissions Requirements
75 th Percentile	30	29
50 th Percentile (median)	25	18
25 th Percentile	15	14

Exhibit 5f: Cumulative Second-Year Credit Hours Earned Comparison, Students Entering Under Pilot Admissions Criteria Compared to Those Who Met the Standard Minimum Admissions Criteria

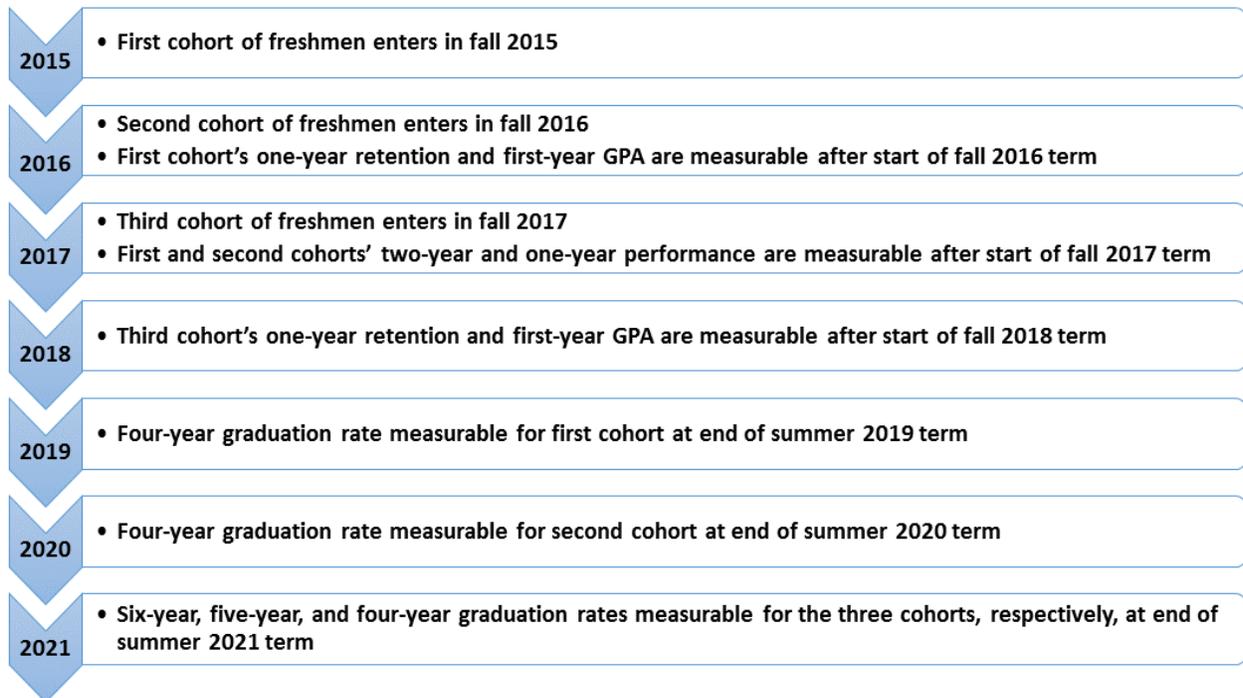


Metric	Pilot Admissions Cohorts	Met Minimum Admissions Requirements
75 th Percentile	27	27
50 th Percentile (median)	17	17
25 th Percentile	13	12

Next Steps

Based on these results and the prior interim analysis of the pilot cohorts' performance – and consistent with previous research findings – staff recommend continuing the pilot admissions ranges, at least until there is sufficient data to evaluate a full five or six years of affected students' performance (including graduation rates). The following timeline (Exhibit 6) shows the points at which such data would become available.

Exhibit 6: Timeline of Pilot Admissions Policy – Cohort Progression and Evaluation Milestones



AGENDA ITEM

B-4. 2018 Primary Care Education Plans Report Anna Nelson

Situation: The President of the University of North Carolina System submits this report and information for comment. The report was submitted to the Joint Legislative Education Oversight Committee to fulfill the legislative requirement for a biennial report on primary care educational programs.

Background: During its 1993 and 1994 sessions, the General Assembly passed legislation intended to expand the state’s pool of generalist physicians. Senate Bill 27, as amended by House Bill 729, mandated: the four schools of medicine develop plans for increasing the percentage of medical school graduates choosing residency positions in primary care; the NC Area Health Education Centers (AHEC) Program develop a plan to expand the number of primary care residency positions; and the Board of Governors monitor and report on specialty selection by medical students at graduation and five years after graduation. In 1994, the four schools of medicine and AHEC submitted primary care educational plans; subsequently, G.S. 143-613, as contained in House Bill 230, passed in the 1995 session of the North Carolina General Assembly and required an update of these plans beginning in 1996 and every two years thereafter. Programs for physician assistants, nurse practitioners, and nurse midwives were also required to submit plans for increasing the percentage of graduates entering primary care and to be updated on the same timeline.

Assessment: NC health science schools have implemented numerous efforts over the years to increase the number of students entering primary care. The 2018 Primary Care Plans reflect continued efforts in all of those areas, combined with new and innovative strategies. The most significant challenge facing all schools is the lack of quality clinical teaching sites in community primary care settings. Many schools mentioned this issue in their reports and AHEC’s 2016 survey of schools documented this imbalance of the continued growth and expansion of health science programs—along with the limited number and capacity of community teaching sites. At the request of the UNC System, AHEC facilitated a statewide working group of school representatives to address this growing crisis. This effort resulted in three recommendations: 1) a pilot test of tax incentives for community preceptors, 2) standardization of student onboarding processes at community sites, and 3) preceptor development. Progress is underway on all three recommendations.

Action: This item is for information only.

2018 Primary Care Education Plans Report — Executive Summary

NC health science schools have implemented numerous efforts over the years to increase the number of students entering primary care, including:

- Increased contact with **pre-medical students**, especially those in rural/underserved areas
- Increased emphasis on the **admission of students** with an interest in generalist and rural practice
- Expanded **student mentoring** activities with primary care role model
- **Curriculum changes** that
 - ✓ increase student exposure to patient care in community settings
 - ✓ emphasize critical issues for generalist physicians (management of chronic illness, prevention, nutrition, ethics, financing, quality improvement, and population health)
 - ✓ promote team-based cost-effective health care
- **Incentives, professional development, and practice improvement** initiatives for community practitioners/practices that teach (precept) students
- Increased access to **Library & Information Technology** (AHEC Digital Library, Distance Education, online education) for community primary care providers
- Expanded **primary care residency training**, including rural and underserved rotations

The 2018 Primary Care Plans reflect continued efforts in all of these areas. Some schools do not have a specific primary care track but acknowledge that their original mission is focused on primary care.

What is new in the 2018 plans?

New and innovative strategies for addressing the themes above are continuing to develop. To list a few examples:

- Training to help current physicians and Physician Assistants become Primary Care Champions (Campbell University School of Medicine)
- A new longitudinal curriculum in health systems science (ECU School of Medicine)
- Implementation of a new clinical curriculum at UNC Chapel Hill, which spreads longitudinally integrated clinical curricula to all students, which will give students increased exposure to primary care and community health. UNC Chapel Hill has expanded its rural and underserved scholars program across the state and started a new Office of Rural Initiatives (UNC-CH School of Medicine) as well as new a new campus in Wilmington focused on producing doctors needed in its region
- Expansion of rural residencies in primary care and needed specialties. Carolinas Health System (community psychiatry), ECU (expansion of psychiatry), Mountain Area Health Education Center (MAHEC) (general surgery, community psychiatry, and expansion of family medicine), New Hanover (expansion of family medicine) and UNC-CH (rural track residency and expansion of residency in Chapel Hill)
- Transition of nurse practitioner (NP) programs to the doctoral level (Doctor of Nursing Practice degree) at most NP programs across the state.
- New PA programs at High Point and UNC Chapel Hill

Many schools report curriculum revisions in order to increase student exposure to community settings and provide students with long-term patient care experiences. Several schools have developed regional campuses across the state. These schools' strategic plans reflect stronger interests in

Interprofessional Education (IPE) and promoting diversity and cultural competence. Finally, most schools are putting in place curricula in population health.

Closely related to new initiatives to promote primary care in medical schools are initiatives to expand Graduate Medical Education (GME) so that North Carolina medical students who wish to stay in North Carolina and who specialize in needed fields stay here. AHEC, the Office of Rural Health, the Department of Health and Human Services, and many others have policies designed to expand GME in specialties in high need communities. As noted above, there has been some increase in GME specialist positions in a variety of institutions across the state.

Challenges

One challenge is in measuring the success of school efforts to increase advanced care practitioner students entering primary care. As mandated in the 1993 legislative session, AHEC and the Cecil Sheps Research Center track the areas of specialization and locations of medical school students five years after their graduation, but no similar efforts are supported for tracking NP, Certified Nurse Midwife (CNM), and PA students. These schools depend largely on self-reporting and alumni records to verify this information.

The most significant challenge facing all schools is the lack of quality clinical teaching sites in community primary care settings. Many schools mention this in their reports, and AHEC's 2016 survey of schools documented this imbalance between the continued growth and expansion of health science programs and the limited number and capacity of community teaching sites (Attachment A).

At the request of the UNC System Office, AHEC facilitated a statewide working group of school representatives (Attachment B) to address this growing crisis. This effort resulted in three recommendations: 1) tax incentives for community preceptors, 2) standardization of student onboarding processes at community sites, and 3) preceptor development (teaching community practitioners how to teach students).

Progress is underway on all three recommendations. AHEC Director Dr. Warren Newton has met with several key state leaders regarding the creation of a statewide tax incentive for community practitioners who decide to teach students. The outcome of the push to implement this recommendation during the current legislative session is unknown at this time.

Standardization of student onboarding at community sites is not a new concern, but given the sheer amount of material, there is a lot to do. This recommendation is based on a model developed by AHEC and nursing leadership across the state. The challenge will now be expanding this to other disciplines and all healthcare systems. AHEC and schools have also supported preceptor development activities for many years, but there is a growing interest in connecting this with quality improvement and patient care measures. Schools would also like to see more standardization in preceptor development across the state.