



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

September 19, 2019 at 3:30pm
University of North Carolina System Office
Center for School Leadership Development, Room 128
Chapel Hill, North Carolina

AGENDA

OPEN SESSION

- A-1. Approval of the Minutes of May 21, 2019 and Amendment of Prior Action.....Anna Nelson
- A-2. Academic Affairs Update Kimberly van Noort
- A-3. Committee on Educational Planning, Policies, and Programs Annual Report.....Kimberly van Noort
- A-4. Annual Reporting.....Kimberly van Noort
 - a. Excellence in Teaching Awards Use of Funds Report
 - b. Early College Graduates Report
 - c. Comprehensive Articulation Agreement Annual Report
 - d. Comprehensive Articulation Agreement Technical Revisions
- A-5. UNC System Degree Program Establishments – NCCU, UNCC, UNCG, UNCW.....David English
- A-6. UNC System Degree Program Consolidations and Discontinuations –
ECU, NCSU, WSSU.....David English
- A-7. Proposed Revisions to Section 700.10.1 of the UNC Policy ManualDavid English
- A-8. Licensure Program Approvals.....Daniel Harrison
- A-9. Online Program Strategy.....Kimberly van Noort
- A-10. Other BusinessAnna Nelson
- A-11. Adjourn

Additional Information Available

A-4d. Full Report: “Comprehensive Articulation Agreement Technical Revisions”



DRAFT MINUTES

May 21, 2019 at 3:30 p.m.
University of North Carolina System Office
Center for School Leadership, Room 128
Chapel Hill, North Carolina

This meeting of the Committee on Educational Planning, Policies, and Programs was presided over by Chair Anna Nelson. The following committee members were in attendance: Rob Bryan, Joe Knott, and Steven B. Long, Walter Davenport, Ann Maxwell, and Bettylenah Njaramba.

Chancellors participating were Johnson Akinleye, Nancy Cable, and Todd Roberts. Chair of the UNC Faculty Assembly David Green was also in attendance.

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

OPEN SESSION

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

Chair Nelson called the meeting to order at 3:32 p.m. on Thursday, May 21, 2019. She introduced Adam Schmidt, president of Association for Student Government for 2019-2020, and three new employees from the Academic Affairs Office: Dr. Laura Bilbro-Berry, director of Community College Partnerships; Jay Fitzgerald, executive director, North Carolina State Approving Agency; and Dr. David English, vice president of Academic Programs, Faculty, and Research.

Chair Nelson reminded all members of the committee of their duty under the State Government Ethics Act to avoid conflicts of interest and appearances of conflict of interest. She asked if there were any conflicts or appearances of conflict with respect to any matter coming before the committee. No members identified any conflicts at the time.

Chair Nelson called for a motion to approve the open and closed minutes of March 21, 2019.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the open and closed minutes of March 21, 2019 as distributed.

Motion: Ann Maxwell
Motion carried

2. UNC System Degree Program Establishment (Item A-2)

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

Elizabeth City State University

- Bachelor of Science in Sustainability Studies (CIP 30.3301)

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the above request to establish the degree programs and recommend approval to the Board of Governors for a vote through the consent agenda.

Motion: Steven B. Long

Motion carried

North Carolina Agricultural and Technical University

- Bachelor of Science in Health Services Management (CIP 51.0701)

Motion: Ann Maxwell

Motion carried

The University of North Carolina at Chapel Hill

- Master of Science in Occupational Science (CIP 51.2306)
- Master of Science in Bioinformatics and Computational Biology (CIP 26.1103)

Motion: Joe Knott

Motion carried

3. UNC System Degree Program Consolidation and Discontinuations (Item A-3)

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

Elizabeth City State University

- Bachelor of Arts in Sociology (CIP 45.1101)

University of North Carolina at Charlotte

- Bachelor of Arts in Architecture (CIP 04.0201)

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

Elizabeth City State University

- Bachelor of Arts in Communication Studies (CIP 09.0101)

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the above request to discontinue the degree programs and recommend approval to the Board of Governors for a vote through the consent agenda.

Motion: Walter Davenport

Motion carried

NOTE: ALTHOUGH THIS WAS THE MOTION THAT WAS MADE AND ADOPTED, IT CONTAINS AN ERROR REGARDING THE NAME OF THE DEGREE DISCONTINUATION AT THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE THAT WILL BE CORRECTED AT THE SEPTEMBER MEETING.

4. Licensure Program Approvals (Item A-4)

The Committee on Educational Planning, Policies, and Programs reviewed and discussed licensure approval for the following:

- The University of Maryland Global Campus (UMGC) seeks licensure to offer a Bachelor of Science in Computer Networks and Cybersecurity and a Bachelor of Science in Human Resource Management.
- South College seeks licensure to offer an Associate of Science in Surgical Technology.
- Averett University seeks licensure to offer a Bachelor of Science in Equestrian Studies.
- Johnson and Wales University seeks licensure to offer a Master of Business Administration.
- Johns Hopkins University seeks licensure to offer a credit hour-granting program in engineering.
- United States University seeks licensure to offer a Bachelor of Arts in Management, a Bachelor of Science in Health Science, a Bachelor of Science in Nursing, a Master of Business Administration, and a Master of Science in Nursing.
- Liberty University seeks licensure to offer a Bachelor of Science in Aviation, a Bachelor of Science in Nursing — Post Licensure RN-BSN, a postgraduate certificate in educational leadership, a Doctor of Nursing Practice, a Doctor of Education in Educational Leadership, a Master of Arts in Teaching, a Master of Education, a post-licensure Master of Science in Nursing, and a Master of Science in Nursing.
- The University of Montreal, which does not operate in a SARA-eligible jurisdiction, seeks a limited license to conduct clinical rotations for a single student in North Carolina.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the above licensure applications as presented and recommend it to the full Board of Governors for a vote through the consent agenda.

Motion: Steven B. Long

Motion carried

5. Academic Degree Program Productivity Review (Item A-5)

Using the criteria established by the Board of Governors, the System Office reviews data on academic programs annually to identify programs that have been producing lower numbers of graduates. Of these 170 programs, five programs are recommended to be consolidated with other programs, and three programs are recommended for discontinuation.

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

Motion: Walter Davenport

Motion carried

6. Nursing Program Monitoring - NCCU (Item A-6)

Previous pass rates at North Carolina Central University have triggered reviews of the program by the North Carolina Board of Nursing (NCBON) and by UNC System Office staff. The improvement plan submitted by NCCU meets the requirements of the NCBON. The NCBON requires that a program's three-year average be at least 95% of the national passing rate in order to remain in good standing. The NCBON pass rate for 2017 and 2018 was 83%. Results of the NCLEX examination have not been posted for the first quarter of 2019. Approval of the improvement plan, with a progress report to be made after data from the first two quarters of 2019 is received, is recommended.

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

Motion: Ann Maxwell

Motion carried

7. Intercollegiate Athletics and Athletic Financial Transparency Report (Item A-7)

As required, the UNC System Office provides a report to the Board each year summarizing the academic characteristics and performance of the UNC System's student-athletes. Additionally included is a report of the athletics departments' financial information as submitted to the NCAA and private foundation activities as they relate to student-athletes and athletics departments. This item was for information only.

8. Educator Preparation Advisory Group Update Report (Item A-8)

The Educator Preparation Advisory Group, convened in 2018, is charged with supporting and accelerating improvement of teacher preparation across the UNC System. This presentation will provide an update on the goals and strategies developed by the advisory group and the launch of its first Community of Practice. This item was for information only.

There being no further business, the meeting adjourned 4:54 p.m.

Steven B. Long, Vice Chair



AGENDA ITEM

A-2. Academic Affairs Update..... Kimberly van Noort

Situation:	The committee will hear updates on recent activities involving the Division of Academic Affairs.
Background:	The start of the academic year has brought new students and new academic leadership.
Assessment:	An update on University of North Carolina System Office staffing in Academic Affairs will be provided, along with an overview of new provosts at UNC System institutions. All UNC System constituent institutions have reached the point in the fall semester when their census data have been finalized. A preliminary overview of enrollment trends will be provided.
Action:	This item is for information only.

AGENDA ITEM

A-3. Annual Report of the Committee on Educational Planning, Policies, and Programs.....Kimberly van Noort

Situation:	Each standing committee submits an annual report of its activities to the Board of Governors.
Background:	Under the UNC Policy Manual, Section 302 E of <i>The Code</i> , "Each standing committee shall make a written report to the Board of Governors at least annually, reviewing the work of the committee during the preceding year."
Assessment:	The annual report on the activities of the Committee on Educational Planning, Policies, and Programs for the fiscal year 2018-2019 is ready for review and submission.
Action:	This item requires a vote by the committee to accept the report for submission to the Board of Governors.

DUTIES AND MEMBERSHIP

The Committee on Educational Planning, Policies, and Programs is one of four standing committees established by the Board of Governors on September 15, 1973. There are now six standing committees. The committee consists of seven members designated by the chair of the Board of Governors for one-year terms, starting at the first meeting after July 1 of the year and continuing until their successors are appointed. As a matter of practice, the chair may also appoint additional members, and chancellors further staff the committee as ex-officio members. It is the duty of the committee to receive advice and recommendations of the president and, in turn, make recommendations to the Board of Governors in all areas pertaining to the development of a coordinated system of higher education in North Carolina, including:

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

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

In July 2018, the following persons were appointed or reappointed to the committee: Mr. Walter Davenport; Mr. Joe Knott; and Mr. Steven B. Long. The Board Chair subsequently appointed Ms. Anna Spangler Nelson as committee chair, Mr. Rob Bryan as vice chair, and Ms. Ann Maxwell as secretary. The ex-officio members on the committee were Chancellor Johnson Akinleye (NCCU), Chancellor Nancy Cable (UNCA), Chancellor Todd Roberts (NCSSM), and Ms. Bettylenah Njaramba (Association of Student Governments).

The committee met in eight regular meetings between July 1, 2018 and June 30, 2019, one of which was a joint meeting that also included the committees on Audit, Risk, and Compliance, Personnel and Tenure and University Governance. The major actions of the committee are summarized as follows:

Academic Program Development

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

	Institution	Program Title	CIP #	Committee Approved	Board Approved
1.	UNCC	Civil Engineering	14.0801	07/26/18	07/27/18
2.	UNCG	Business Administration	52.0201	10/09/18	10/10/18

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

	Institution	Degree Level	Program Title	CIP #	Committee Approved	Board Approved
1.	ECSU	BS	Unmanned Aircraft Systems	49.0101	09/12/18	09/12/18
2.	UNCG	MS	Informatics and Analytics	11.0104	09/12/18	09/12/18
3.	N.C. A&T	MS	Accountancy	52.0301	09/12/18	09/12/18
4.	NCCU	MS	Higher Education Administration	13.0406	09/12/18	09/12/18
5.	NCCU	BS	Biomedical Sciences	26.0102	09/12/18	09/12/18
6.	UNCC	MS	Urban Education	13.0410	10/09/18	10/10/18
7.	ECSU	BS	Homeland Security	43.0301	11/08/18	11/09/18
8.	UNCW	MS	Integrated Marketing Communication	09.0999	11/08/18	11/09/18
9.	UNCG	BS	Information Studies	11.0401	12/14/18	12/14/18
10.	UNCW	MS	Healthcare Administration	51.0701	01/24/19	01/25/19
11.	ECU	BS	Child Life	19.0706	03/21/19	03/22/19
12.	ECU	BS	Entrepreneurship	52.0701	03/21/19	03/22/19
13.	ECSU	BS	Sustainability Studies	30.3301	05/21/19	05/22/19
14.	N.C. A&T	BS	Health Services Managements	51.0701	05/21/19	05/22/19
15.	UNC-CH	MS	Occupational Science	51.2306	05/21/19	05/22/19
16.	UNC-CH	MS	Bioinformatics and Computational Biology	26.1103	05/21/19	05/22/19

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

	Institution	Degree Level	Program Title	CIP #	Committee Approved	Board Approved
1.	ECU	MAEd	Heath Education	13.1307	07/26/18	07/27/18
2.	ECU	MA	Psychology, General	42.0101	07/26/18	07/27/18
3.	ECU	MA	Clinical Psychology	42.2801	07/26/18	07/27/18
4.	ECU	MA	School Psychology	42.2805	07/26/18	07/27/18
5.	NCCU	MS	Physical Education	31.0501	07/26/18	07/27/18
6.	NCCU	MS	Recreation Administration	31.0301	07/26/18	07/27/18
7.	UNCC	MAEd	Teaching English as a Second Language	13.0401	10/09/18	10/10/18

	Institution	Degree Level	Program Title	CIP #	Committee Approved	Board Approved
8.	UNCP	BA	Athletic Training	51.0913	10/09/18	10/10/18
9.	UNCG	BS	Special Programs in Liberal Studies	24.0101	12/14/18	12/14/18
10.	NC State	BS	Biomedical Engineering	14.0501	01/24/19	01/25/19
11.	NC State	MAEd	Mathematics Education	13.1311	01/24/19	01/25/19
12.	NC State	MAEd	Technology Education	13.1309	01/24/19	01/25/19
13.	ECU	MA	Science Education	13.1316	03/21/19	03/22/19
14.	UNCP	BA	History: Social Studies Education	13.1318	03/21/19	03/22/19
15.	ECSU	BA	Sociology	45.1101	05/21/19	05/22/19
16.	ECSU	BA	Communication Studies	09.0101	05/21/19	05/22/19
17.	UNCC	BA	Architecture	04.0201	05/21/19	05/22/19

The committee did not recommend the discontinuation of any doctoral degree programs during the year.

There were a total 18 programs for establishment and 17 programs approved for discontinuation for the year July 1, 2018 through June 30, 2019.

Reports Received and Adopted

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

	Reports	Committee Approved	Board Approved
1.	Annual Report of the Committee on Educational Planning, Policies, and Programs	10/09/19	10/09/18
2.	AHEC Annual Report on Primary Care Physicians	11/08/19	11/09/18
3.	North Carolina Central University Bachelor of Science in Nursing Improvement Plan	05/21/19	05/22/19
4.	2018 Academic Degree Program Productivity Review	05/21/19	05/22/19

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

	Reports/Topics	Presented to Committee
1.	President's Report on Research and Sponsored Programs 2017	07/26/18
2.	Fall 2017 Enrollment Report	07/26/18
3.	Faculty Teaching Workload Report	07/26/18
4.	UNC System Intercollegiate Athletics and Financial Transparency Report	07/26/18
5.	North Carolina Teaching Fellows Program Update	07/26/18
6.	Establishment of a College of Health Sciences at The University of North Carolina at Pembroke	07/26/18
7.	Revised ACT/SAT Concordance Table Impact on UNC Policy 700.1.1	07/26/18
8.	Update on progress toward goals for increasing student success and access set forth in <i>Higher Expectations: Strategic Plan for the University of North Carolina, 2017-2022</i>	10/09/18

	Reports/Topics	Presented to Committee
9.	Early College High School Graduates Report	10/09/18
10.	Comprehensive Articulation Agreement between the University of North Carolina System and the North Carolina Community College System	10/09/18
11.	Future Teachers of NC Report, which was delivered to the General Assembly on October 15, 2018	10/09/18
12.	Educator Preparation Advisory Group Update	11/08/18
13.	North Carolina Teaching Fellows Program Annual Report	12/14/18
14.	Military Course Equivalency Database Update	01/25/19
15.	Fall Enrollment and Student Demographics Report	01/25/19
16.	Update on Minimum Admissions Requirements (MAR) Working Group	03/21/19
17.	President's Report on Research and Sponsored Programs 2018	03/21/19
18.	Credit by Examination, review of Board of Governors policies regarding dual enrollment programs or exam-based credit other than Advanced Placement (AP)	05/21/19
19.	Educator Preparation Advisory Group Update	05/21/19

Other Committee and Board Actions

	Subject	Committee Approved	Board Approved
1.	2018 Governor James E. Holshouser, Jr. Award for Excellence in Public Service Nominees, Recommendation and Award	09/13/18	10/10/18
2.	Admission Cap on Nonresident Freshman – recommendation that, starting in fall 2019, the 18 percent admission cap on nonresident freshmen enrolling at ECSU be increased to 30 percent for two years.	03/21/19	03/22/19
3.	2019 Board of Governors Awards for Excellence in Teaching	03/21/19	05/22/19
4.	2019 O. Max Gardner Award Nominees, Recommendation and Award	03/21/19	05/22/19
5.	MyFutureNC Attainment Goal	05/21/19	05/22/19

Licensure of Nonpublic Educational Institutions

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

	Institution and Degree	Committee Approved	Board Approved
1.	<u>Northeastern University</u> , Charlotte, Bachelor of Science in Advanced Manufacturing Systems, Bachelor of Science in Health Management, Bachelor of Science in Management, Master of Professional Studies in Analytics, Master of Professional Studies in Informatics, Master of Science in Program and Project Portfolio Management, Master of Science in Global Studies and International Relations, Master of Science - Family Nurse Practitioner, Master of Science, Pediatric Nurse Practitioner with a Primary Care track and Primary/Acute Care dual track, and a Certificate of Graduate Study- Pediatric Nurse Practitioner	07/26/18	7/27/18
2.	<u>Johnson and Wales University</u> , Charlotte, Bachelor of Science in Culinary Nutrition	07/26/18	7/27/18
3.	<u>Brightwood College</u> , Charlotte, Associate of Science in Medical Assisting	07/26/18	7/27/18
4.	<u>CreatEd Institute</u> , Black Mountain, Interim Permit to offer an Associate of Arts in Critical Thinking and Integrative Studies	07/26/18	7/27/18
5.	<u>Central Michigan University</u> , Seymour Johnson Air Force Base, Goldsboro, Master of Science Administration with a concentration in training and development and a graduate certificate in training and development	10/09/18	10/10/18
6.	<u>Bellevue University</u> , various sites co-located at community colleges in North Carolina, license to operate administrative campuses in North Carolina	10/09/18	10/10/18
7.	<u>Platt College</u> , Tulsa, Oklahoma, license to operate as the main campus of the Miller-Motte College campuses it acquired in North Carolina, in accordance with UNC Policy Manual § 400.4.1.2[R]	10/09/18	10/10/18
8.	<u>South College</u> , Asheville, Associate of Science in Health Sciences (Pre-Nursing)	10/09/18	10/10/18
9.	<u>Watts School of Nursing</u> , Durham, Bachelor of science in nursing	12/14/18	12/14/18
10.	<u>The University of Maryland Global Campus</u> , Fayetteville, Bachelor of Science in Computer Networks and Cybersecurity and a Bachelor of Science in Human Resource Management	03/21/19	03/22/19
11.	<u>South College</u> , Asheville, Associate of Science in Surgical Technology	03/21/19	03/22/19
12.	<u>Averett University</u> , Caswell County, Bachelor of Science in Equestrian Studies	03/21/19	03/22/19
12.	<u>Johnson and Wales University</u> , Charlotte, Master of Business Administration.	03/21/19	03/22/19
14.	<u>Johns Hopkins University</u> , various sites at existing North Carolina colleges and universities, credit hour-granting program in engineering	05/21/19	05/22/19

	Institution and Degree	Committee Approved	Board Approved
15.	<u>United States University</u> , various clinical sites in North Carolina, Bachelor of Arts in Management, a Bachelor of Science in Health Science, a Bachelor of Science in Nursing, a Master of Business Administration, and a Master of Science in Nursing	05/21/19	05/22/19
16.	<u>Liberty University</u> , various clinical sites in North Carolina, Bachelor of Science in Aviation, Bachelor of Science in Nursing — post licensure RN-BSN, postgraduate certificate in educational leadership, Doctor of Nursing Practice, Doctor of Education in Educational Leadership, Master of Arts in Teaching, Master of Education, post-licensure Master of Science in Nursing, and a Master of Science in Nursing	05/21/19	05/22/19
17.	<u>The University of Montreal</u> , clinical site in North Carolina, limited license to allow one student to participate in a speech and language pathology clinical rotation, which will result in nine credit hours of postsecondary degree activity	05/21/19	05/22/19

AGENDA ITEM

A-4. Annual Reporting..... Kimberly van Noort

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

Background: The following reports are included for discussion:

- **2019 Excellence in Teaching Awards Use of Funds Report**
A report summarizing how each institution has used the funds from the Board of Governors Awards for Excellence in Teaching
- **Early College Graduates Report**
A report with data outlining the number of students who graduated with an associate degree from a cooperative innovative high school program, along with detail about how many of those students chose to enter the UNC System as freshmen and how many entered as transfer students
- **Comprehensive Articulation Agreement Annual Report**
An update on the Comprehensive Articulation Agreement (CAA) between the University of North Carolina System and the North Carolina Community College System
- **Comprehensive Articulation Agreement Technical Revisions**
Revisions to the Comprehensive Articulation Agreement (CAA) between the University of North Carolina System and the North Carolina Community College System

Assessment: Reports are for the information of the Committee.

Action: These items are for discussion only.

**BOARD OF GOVERNORS AWARDS FOR EXCELLENCE IN TEACHING
2019 USE OF ADDITIONAL FUNDS SUMMARY REPORT**

INSTITUTION	AWARD RECIPIENT	POSITION	DEPARTMENT	AWARD
App State	Holly Hirst	Professor/Director Grad Studies	Mathematical Sciences	1,500
	Timothy Smith	Associate Professor/Chair	Anthropology	1,000
	Lillian Nave	Senior Lecturer	University College	1,000
	Peter Nelsen	Professor	Leadership Ed Studies	1,000
	Alecia Jackson	Professor	Leadership Ed Studies	1,000
	Kennard Brackney	Professor	Accounting	1,000
	STATE FUNDS			6,500
INSTITUTION FUNDS			0	
TOTAL App State FUNDS AWARDED			6,500	
ECU	Mauro Falasca	Associate Professor	Dept. of Marketing & Supply Chain Management; College of Business	1,000
	Anthony Kennedy	Associate Professor	Dept. of Chemistry; College of Arts & Sciences	1,000
	Andrea Kitta	Associate Professor	Dept. of English; College of Arts & Sciences	1,000
	Nicholas Rupp	Professor	Dept. of Economics; College of Arts & Sciences	1,000
	Teresa Ryan	Assistant Professor	Dept. of Engineering; College of Engineering and Technology	1,000
	Catherine Schwartz	Associate Professor	Dept. of Mathematics, Science, Instructional Tech; College of Education	1,000
	STATE FUNDS			6,000
INSTITUTION FUNDS			0	
TOTAL ECU FUNDS AWARDED			6,000	
ECSU	Akbar Elsami	Professor	Technology	3,000
	Charles Reed	Associate Professor	Social and Behavioral Sciences	2,500
	Gary Harmon	Professor	Natural Sciences, Pharmacy and Health Professions	2,000
	Mohammed Talukder	Associate Professor	Mathematics and Computer Science	2,000
	STATE FUNDS			9,500
INSTITUTION FUNDS			0	
TOTAL ECSU FUNDS AWARDED			9,500	

INSTITUTION	AWARD RECIPIENT	POSITION	DEPARTMENT	AWARD
FSU	Jonathan Breitzer	Assistant Professor	Chemistry and Physics	500
	Jose Franco Rodriguez	Associate Professor	Communication, Languages & Cultures	500
	Beth Bir	Associate Professor	English	1,000
	Sidney Pash	Full Professor	Government & History	500
	Sambit Bhattacharya	Full Professor	Math and Computer Science	500
	Tamara C. Woods	Assistant Professor	Social Work	500
	Erin Eldridge	Assistant Professor	Sociology	500
	Zahra Shekarkhar	Assistant Professor	Criminal Justice	500
	Robert McGee	Associate Professor	Graduate and Professional Studies in Business	500
	Mohsen Souissi	Full Professor	Accounting, Finance, Healthcare, Information Systems	500
	Chandrika Johnson	Assistant Professor	Middle Grades, Secondary and Specialized Subjects	500
	Marilyn Lanier	Assistant Professor	Elementary Education	500
	Chandrika Johnson	Assistant Professor	Middle Grades, Secondary and Specialized Subjects	5,000
			STATE FUNDS	9,500
			INSTITUTION FUNDS	2,000
			TOTAL FSU CAMPUS FUNDS AWARDED	11,500
NCA&T	Roland Leak	Associate Professor	Marketing and Supply Chain Management	1,000
	Solomon Bililign	Professor	Physics	1,000
	Valerie McMillan	Associate Professor	Family and Consumer Sciences	1,000
	Yewande Fasina	Assistant Professor	Animal Sciences	1,000
	Christina Tupper	Assistant Professor	Management	1,000
			STATE FUNDS	5,000
			INSTITUTION FUNDS	0
			TOTAL NCA&T FUNDS AWARDED	5,000

INSTITUTION	AWARD RECIPIENT	POSITION	DEPARTMENT	AWARD
NCCU	Yvette Bonaparte	Assistant Professor	Business Administration	3,166
	Christopher Paul	Assistant Professor	Public Administration	3,167
	Nina Smith	Assistant Professor	Human Sciences	3,167
			STATE FUNDS	9,500
			INSTITUTION FUNDS	0
			TOTAL NCCU FUNDS UNEXPENDED	2
			TOTAL NCCU FUNDS AWARDED	9,498
NCSU	Paul W. Mulvey	Professor	Management, Innovation and Entrepreneurship	650
	Hasan Jameel	Professor	Forest Biomaterials	650
	Jessica K. Jameson	Professor	Communication	650
	John R. Godwin	Professor	Biological Sciences	650
	Russell E. Gorga	Professor	Textiles Engineering, Chemistry and Science	650
	Shannon E. Phillips	Professor	Animal Science	650
	Hollylynne S. Lee	Professor	STEM Education	650
	James Patrick Rand	Professor	Architecture	650
	Russell E. King	Professor	Edward P. Fitts Dept. of Industrial and Systems Engineering	650
	Suzanne E. Crifo	Graduate Teaching Assistant	Mathematics	225
	Blake J. Martin	Graduate Teaching Assistant	Sociology	200
	Jennifer L. Moore	Graduate Teaching Assistant	Animal Science	225
			STATE FUNDS	6,500
			INSTITUTION FUNDS	0
			TOTAL NCSU FUNDS AWARDED	6,500

INSTITUTION	AWARD RECIPIENT	POSITION	DEPARTMENT	AWARD
UNCA	Evelyn Chiang	Associate Professor	Psychology	2,500
	Marietta Cameron	Associate Professor	Computer Science	1,750
	Melissa Mahoney	Assistant Professor	Economics	1,750
	Jessica Pisano	Lecturer	English	1,750
	Angel Kaur	Assistant Professor	Interdisciplinary Studies	1,750
	Elizabeth Pascoe	Assistant Professor	Psychology	1,750
	Alison Ormsby	Adjunct Assistant Professor	Environmental Studies	1,750
			STATE FUNDS	9,500
			INSTITUTION FUNDS	3,500
			TOTAL UNCA FUNDS AWARDED	13,000
UNC-CH	Ram Neta	Professor	Philosophy	5,000
	Bernard Herman	Professor	American Studies	5,000
	Donna Gilleski	Professor	Economics	5,000
	Maria DeGuzman	Professor	English and Comparative Literature	5,000
			STATE FUNDS	6,500
			INSTITUTION FUNDS	13,500
			TOTAL UNC-CH FUNDS AWARDED	20,000
UNCC	Xi Niu	Assistant Professor	Software and Information Systems	500
	Erik Saule	Assistant Professor	Computer Science	500
	Victor Grose	Adjunct Professor	Software and Information Systems	500
	Pamela Thompson	Adjunct Professor	Computer Science	500
	Aidong Lu	Professor	Computer Science	500
	Bret Wood	Lecturer	Kinesiology	300
	Ahmed Arif	Associate Professor	Public Health Sciences	300
	Anna Ingram	Part-time Lecturer	Nursing	300
	Sarah Pollock	Lecturer	Sociology	650
	Lane Rhodes	Part-time Faculty Member	English	650
	Jennifer Munroe	Professor	English	3,000

INSTITUTION	AWARD RECIPIENT	POSITION	DEPARTMENT	AWARD
(UNCC cont'd)	Witt, Robin	Associate Prof	Theatre	1,000
	Korrine Belfield	Teacher	External to UNC Charlotte, J.W. Grier Academy	1,000
	Joan LaChance	Assistant Professor	Middle, Secondary and K-12 Education	1,500
	Spencer Salas	Professor	Middle, Secondary and K-12 Education	1,500
	Anne Cash	Assistant Professor	Reading and Elementary Education	1,500
	Lisa Merriweather	Associate Professor	Educational Leadership	1,500
	Regina Vrikkis	Teaching Assistant Professor	Mechanical Engineering and Engineering Science	1,500
	Jake Smithwick	Assistant Professor	Engineering Technology & Construction Management	1,500
	Department Award	N/A	Reading and Elementary Education	5,000
	Department Award	N/A	College of Liberal Arts & Sciences Office of Advising, Student Services	5,000
	Mark West	Professor	English	15,000
	Janaka Lewis	Associate Professor	English	15,000
	Celine Latulipe	Professor	Software and Information Systems	2,000
	Heather Perry	Associate Professor	History	2,000
	Robert Cox	Associate Professor	Electrical & Computer Engineering	2,000
	Drew Polly	Professor	Reading and Elementary Education	2,000
			STATE FUNDS	6,500
			INSTITUTION FUNDS	60,200
			TOTAL UNCC FUNDS AWARDED	66,700
UNCG	Hamid Nemat	Associate Professor	Information Systems & Supply Chain Management	1,000
	Haimeng Zhang	Professor	Mathematics and Statistics	1,000
	Ali Askerov	Assistant Professor	Peace and Conflict Studies	1,000
	Cynthia (Cindy) Bacon	Assistant Professor	School of Nursing	1,000
	Janet Allard	Associate Professor	School of Theatre	1,000
	Eric Josephs	Assistant Professor	Nanoscience	500
	Melody Patterson-Zoch	Associate Professor	Teacher Education-Higher Education	1,000
			STATE FUNDS	6,500
			INSTITUTION FUNDS	0
			TOTAL UNCG FUNDS AWARDED	6,500

INSTITUTION	AWARD RECIPIENT	POSITION	DEPARTMENT	AWARD
UNCP	Kaitlin Campbell	Assistant Professor	Biology	1,750
	Calvina Ellerbe	Associate Professor	Sociology and Criminal Justice	1,750
	Ana Cecillia Lara	Associate Professor	English Theatre and Foreign Languages	1,750
	Maria Santisteban	Associate Professor	Biology	1,750
	James Robinson	Associate Professor	Sociology and Criminal Justice	1,750
	Anthony Johnson	Part-Time Lecturer	History	750
			STATE FUNDS	9,500
			INSTITUTION FUNDS	0
			TOTAL UNCP FUNDS AWARDED	9,500
UNCW	Eman Ghoneim	Professor	CAS/Earth and Ocean Sciences	6,500
	Julie-Ann Scott	Associate Professor	CAS/Communication Studies	5,000
	Sally MacKain	Professor	CAS/Psychology	5,000
	Larry Cahoon	Professor	CAS/Biology & Marine Biology	5,000
	Caroline Clements	Professor	CAS/Psychology	5,000
	Jessica Magnus	Professor	CSB/Management	5,000
	Todd LaMaskin	Associate Professor	CAS/Earth and Ocean Sciences	1,000
	S. Andrea Steele	Associate Professor	CAS/Art and Art History	1,000
	Simone Nguyen	Professor	CAS/Psychology	1,000
	Donald Barnes	Associate Professor	CSB/Marketing	1,000
	Amy Garrett Dikkers	Associate Professor	WCE/Educational Leadership	1,000
	Kristin Bolton	Associate Professor	CHHS/Social Work	1,000
	Erica Noles	Lecturer	CAS/Psychology	750
	Lesley Daspit	Lecturer	CAS/International Studies	750
	Shannon Bourne	Lecturer	CAS/Art and Art History	750
	Carrie Alward	Graduate TA	Youth Programs	250
	Amanda Chapman	Graduate TA	Biology & Marine Biology	250

INSTITUTION	AWARD RECIPIENT	POSITION	DEPARTMENT	AWARD
(UNCW cont'd)	Nicole Draina	Graduate TA	English	250
	Mariah Lentz	Graduate TA	World Languages and Cultures	250
			STATE FUNDS	6,500
			INSTITUTION FUNDS	34,250
			TOTAL UNCW FUNDS AWARDED	40,750
UNCSA	Patricia Casey	Associate Professor	Dance	2,500
	Kate Douglass	Instructor	High School Academic Program	2,500
	Janine Hawley Girard	Associate Professor	Drama	2,500
	Johnney Roberts	Assistant Professor	Filmmaking	2,500
	Jason Romney	Professor	Design & Production	2,500
			STATE FUNDS	9,500
			INSTITUTION FUNDS	3,000
			TOTAL UNCSA FUNDS AWARDED	12,500
WCU	Mary Adams	Associate Professor	English	1,000
	Richard Creasy	Associate Professor	Economics, Management, Project Mgt.	1,000
	Jeanne Dulworth	Assistant Professor	Social Work	500
	Robert Ferguson	Assistant Professor	History	1,000
	Elizabeth Graves	Assistant Professor	Human Services	500
	Kimberlee Hall	Assistant Professor	Health Sciences	1,500
	Sudhir Kaul	Associate Professor	School of Engineering and Technology	1,000
			STATE FUNDS	6,500
			INSTITUTION FUNDS	0
			TOTAL WCU FUNDS AWARDED	6,500
WSSU	Mesia M. Steed	Associate Professor	Biological Sciences	4,500
	Maria Ngu-Schweimlein	Professor	Chemistry	3,500
	Russell Smith	Professor	History, Politics and Social Justice	3,500
	Jack Monell	Associate Professor	History, Politics and Social Justice	3,500

INSTITUTION	AWARD RECIPIENT	POSITION	DEPARTMENT	AWARD
(WSSU cont'd)	Eric Greaux	Associate Professor	History, Politics and Social Justice	3,500
	Mark Hunnell	Assistant Professor	Mathematics	3,500
	Exazevia Logan	Associate Professor	Biological Sciences	3,500
	Fenghai Guo	Associate Professor	Chemistry	3,500
STATE FUNDS				9,500
INSTITUTION FUNDS				19,500
TOTAL WSSU FUNDS AWARDED				29,000
NCSSM	Taylor Gibson	Dean	Mathematics	2,500
	Elizabeth Peeples	Instructor	Humanities	2,500
	Michael Bruno	Instructor	Science	1,125
	Thomas Michell	Instructor	Physical Activity/Science	1,125
	Tamar Avineri	Instructor	Mathematics	1,125
	Adam Sampieri	Instructor	Humanities	1,125
STATE FUNDS				9,500
INSTITUTION FUNDS				0
TOTAL NCSSM FUNDS AWARDED				9,500
STATE FUNDS AVAILABLE				132,500
STATE FUNDS UNEXPENDED				2
STATE FUNDS EXPENDED				132,498
ADDITIONAL INSTITUTION FUNDS EXPENDED				135,950
2019 GRAND TOTAL AWARDS				268,448



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

A Report to the
Joint Legislative Education Oversight Committee

Submitted by
The University of North Carolina Board of Governors

September 30, 2019

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

**EARLY COLLEGE GRADUATES/THE UNIVERSITY OF NORTH CAROLINA ADMISSION POLICY REPORT TO
THE JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE
September 30, 2019**

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

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

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

This section became effective July 1, 2015, and applied to the 2016-2017 academic year and each subsequent academic year.

Implementation of House Bill 97 Section 11.16

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

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

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

Beginning with the 2016-2017 admissions application cycle for enrollment in the 2017-2018 academic year, each UNC constituent institution must offer to any student who graduated from a cooperative innovative high school program with an associate degree and who applies for admission to a constituent institution the option of being considered for admission as a freshman or as a transfer student.

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

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

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

The table in Appendix B reports the number of students who self-identified they would graduate from a cooperative innovative high school program with an associate degree and which option was chosen by those students when applying for admission to one of the 16 UNC constituent institutions. Each campus submitted this information to the UNC System Office and collected this information either directly from the student's application or through follow-up communications with the student. UNC institutions received 5,628 applications from this cohort of students.

Appendix A: Website Information for Early College Admissions

Campus	Link to Early College Admissions Policy
ASU	https://admissions.appstate.edu/how-apply/first-year-students
ECU	https://admissions.ecu.edu/apply/freshmen/
ECSU	http://www.ecsu.edu/admissions/admission_requirements/admission_requirements_freshman.html
FSU	https://www.uncfsu.edu/fsu-admissions/undergraduate-admissions/early-college
NCA&T	https://www.ncat.edu/admissions/undergraduate/freshmen-admissions/cihs.html
NCCU	http://www.nccu.edu/admissions/early.cfm
NCSU	https://admissions.ncsu.edu/apply/early-college/
UNCA	https://www.unca.edu/admission/apply/other-students/
UNC-CH	http://admissions.unc.edu/apply/faqs-n-c-cooperative-innovative-high-school-applicants/
UNCC	https://admissions.uncc.edu/admissions/early-college-high-schools
UNCG	https://admissions.uncg.edu/apply/freshmen/early-college-students/
UNCP	https://www.uncp.edu/admissions/undergraduate-admissions/early-college-graduates
UNCW	http://uncw.edu/admissions/EarlyCollege.html
WCU	https://www.wcu.edu/apply/undergraduate-admissions/first-year-students/early-college.aspx
WSSU	https://www.wssu.edu/admissions/apply/early-college.html

Appendix B: Fall 2019 ECHS Application Information

UNC Institutions	Total Number of Applicants who Self-Identified They Would Graduate from a Cooperative Innovative High School Program with an Associate Degree	Applicants Requested to be Reviewed as Freshman	Applicants Requested to be Reviewed as Transfer
Appalachian State University	305	230	54
East Carolina University	826	732	94
Elizabeth City State University	282	276	6
Fayetteville State University	11	11	0
North Carolina A&T State University	861	859	2
North Carolina Central University	455	426	29
North Carolina State University	81	68	13
University of North Carolina at Asheville	73	73	0
University of North Carolina at Chapel Hill	645	642	3
University of North Carolina at Charlotte	1,237	1,100	137
University of North Carolina at Greensboro	237	200	37
University of North Carolina at Pembroke	58	51	7
University of North Carolina School of the Arts	11	9	2
University of North Carolina at Wilmington	450	395	55
Western Carolina University	96	50	46
Winston-Salem State University	0	0	0
TOTAL	5,628	5,121	484

**REVIEW OF THE COMPREHENSIVE ARTICULATION AGREEMENT THAT EXISTS
BETWEEN CONSTITUENT INSTITUTIONS OF
THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
AND CONSTITUENT INSTITUTIONS OF
THE UNIVERSITY OF NORTH CAROLINA SYSTEM**

A Report to

The Joint Legislative Education Oversight Committee,
The Senate Appropriations Committee on Education/Higher Education, and
The House Appropriations Subcommittee on Education

Submitted by

The State Board of Community Colleges and
The Board of Governors of the University of North Carolina

November 1, 2019

As Required by

Session Law 2013-72 (HB 903)

ANNUAL REPORT ON THE COMPREHENSIVE ARTICULATION AGREEMENT TO THE JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE

NOVEMBER 1, 2019

S.L. 2013-72 (HB 903) North Carolina General Statute 116-11(10c) requires The University of North Carolina System and the North Carolina Community College System to conduct biannual joint reviews of the *Comprehensive Articulation Agreement* to ensure that the agreement is fair, current, and relevant for all students and institutions and to report their findings to the Joint Legislative Education Oversight Committee, including all revisions to the Comprehensive Articulation Agreement and reports of noncompliance by November 1 of each year. The statute also requires the University of North Carolina System and the North Carolina Community College System jointly to develop an articulation agreement advising tool for students, parents, and faculty to simplify the course transfer and admissions process.

SUMMARY

The revised *Comprehensive Articulation Agreement* (CAA) was signed by the UNC Board of Governors and the State Board of Community Colleges on February 21, 2014. The CAA was implemented in Fall Semester 2014. To date, the Transfer Advisory Committee (TAC) has completed one full round of compliance visits and is two-thirds of the way through a second round. There have been no reports of noncompliance by any institution.

The University of North Carolina System (UNC System) and the North Carolina Community College System (NCCCS) continue to work to enhance educational opportunities for NCCCS students by improving transfer administration, utilizing data to assess transfer effectiveness, and facilitating communication between respective constituent institutions. The UNC Transfer Student Success Website, the College Foundation of North Carolina, and published Baccalaureate Degree Plans provide access to details students need to make informed choices when selecting institutions, degree programs, and courses. An online data dashboard containing transfer information for each community college and senior institution, as well as aggregate information for the two systems, improves transparency and accountability by providing public access to transfer and performance data. Both systems continue to work together to develop and support degree-mapping tools to facilitate informed and efficient transfer.

This report summarizes ongoing efforts to implement and fulfill the CAA. The TAC is committed to providing students and institutions with information and strategies to support associate degree and baccalaureate degree completion.

The most recent version of the 2014 CAA, complete with appendices, is available at <https://www.nccommunitycolleges.edu/academic-programs/college-transferarticulation-agreements/comprehensive-articulation-agreement-caa> or https://www.northcarolina.edu/sites/default/files/2018_caa.pdf

CAA PROGRESS - 2019

Transfer Enrollment and Performance Data

The UNC Data Dashboard provides essential data on transfer students to include enrollment trends, credit hours and degree transfers, graduation rates, grade point average, and performance in disciplines after transfer. Within the dashboard, data for individual community colleges and universities are available for deeper analysis. The Data Dashboard continues to be a vital resource in determining whether the 2014 CAA is having the desired impact on transfer student success and whether the changes in policy and practice put in place because of the CAA and the associated compliance site visits are achieving the desired positive outcomes. This information is critical to the decision-making process for both individual community colleges and universities, as well as for the two systems. Students who entered the NCCCS in fall 2014 are under the protections of the 2014 CAA, and an increasing number have transferred to the UNC System as of fall 2018. The increasing number of transfer students who fall under the protections of the 2014 CAA and their successful transfer to senior institutions give a clear indication of the value of the 2014 CAA to students.

Transfer Student Enrollment

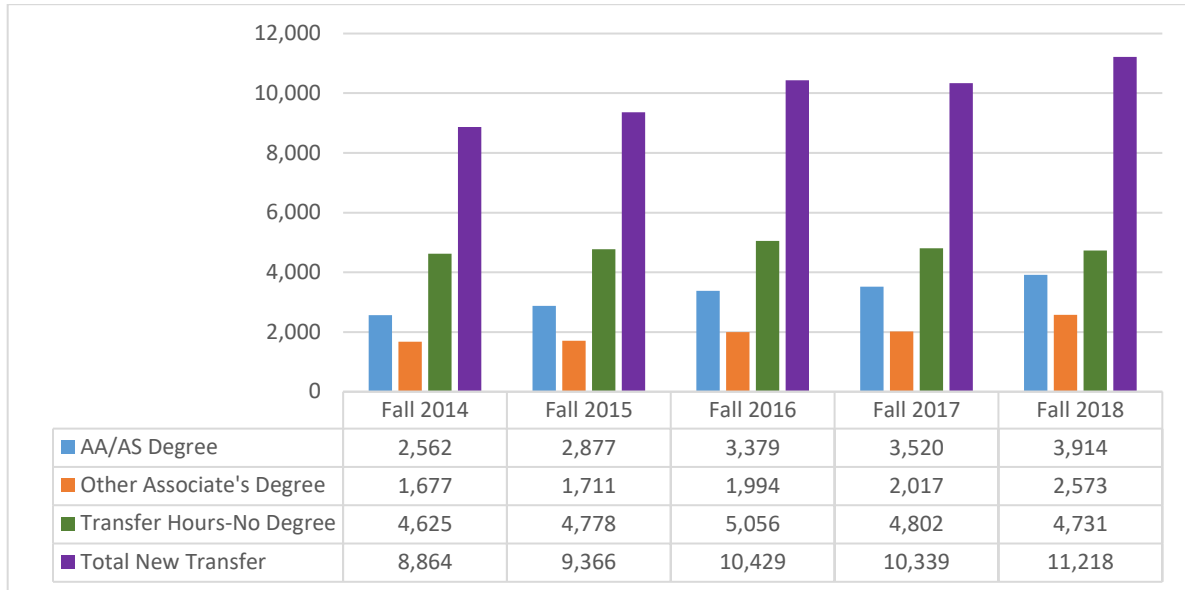
There continues to be a steady increase in the enrollment of NCCCS transfer students into UNC System institutions. This increase is a clear result of the revised CAA, proper advising, and the strong collaboration between the UNC System and NCCCS. Data from fall 2017 and fall 2018 indicate increases in associate degree completion and in overall transfer enrollment. Since the majority of community college students do not complete their associate degrees in two years, the TAC anticipates an increasing trend in associate degree completion prior to transfer and in overall transfer enrollment. Students, advisors, and institutions continue to gain a better understanding of the protections of the CAA and the wide-ranging benefits of degree completion.

In fall 2017, data illustrate the continued increase in the number of NCCCS students transferring to the UNC System, rising from 10,339 in fall 2017 to 11,218 in fall 2018. This represents an increase of 879 students (see Table 1). The trend in the number of NCCCS students transferring with a completed associate degree continues to rise as well (see Table 2). In fall 2017, the total number of NCCCS students transferring with a completed degree (AA/AS or other associate degree) was 5,537 compared to 6,487 students in fall 2018. The change from fall 2017 to fall 2018 in the number of NCCCS students transferring with an associate degree represents an increase of 950 students, the largest one-year increase witnessed to date (see Table 2).

Conversely, the number of NCCCS students who transfer to UNC System institutions with transfer credits but no degree has declined since the implementation of the revised CAA. In fall 2016, 5,056 NCCCS students transferred before completing an associate degree compared to 4,802 non-degree-earning students in fall 2017 and 4,731 such students in fall 2018 (see Table 1). From fall 2016 to fall 2018, the overall decrease in the number of students transferring with credits but without a degree totals 325 students. This decrease supports the sustained emphasis on degree completion at the community college level prior to transfer to a senior institution. The increase in overall transfer numbers and the increase in degree completers prior to transfer illustrate the continued positive impact of the 2014 CAA on transfer student success in North Carolina.

Table 1

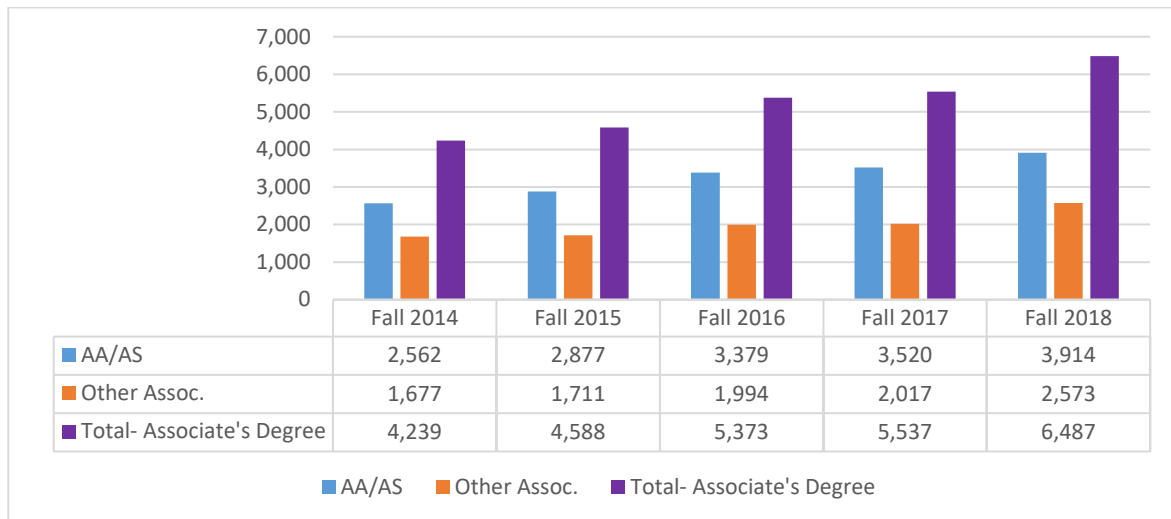
New NCCCS Student Enrollment to UNC



Note: Data within Table 1 include the most current information from the Student Data Mart and may differ slightly from previously reported information.

Table 2

NCCCS Student Transfers with Completed Associate Degree



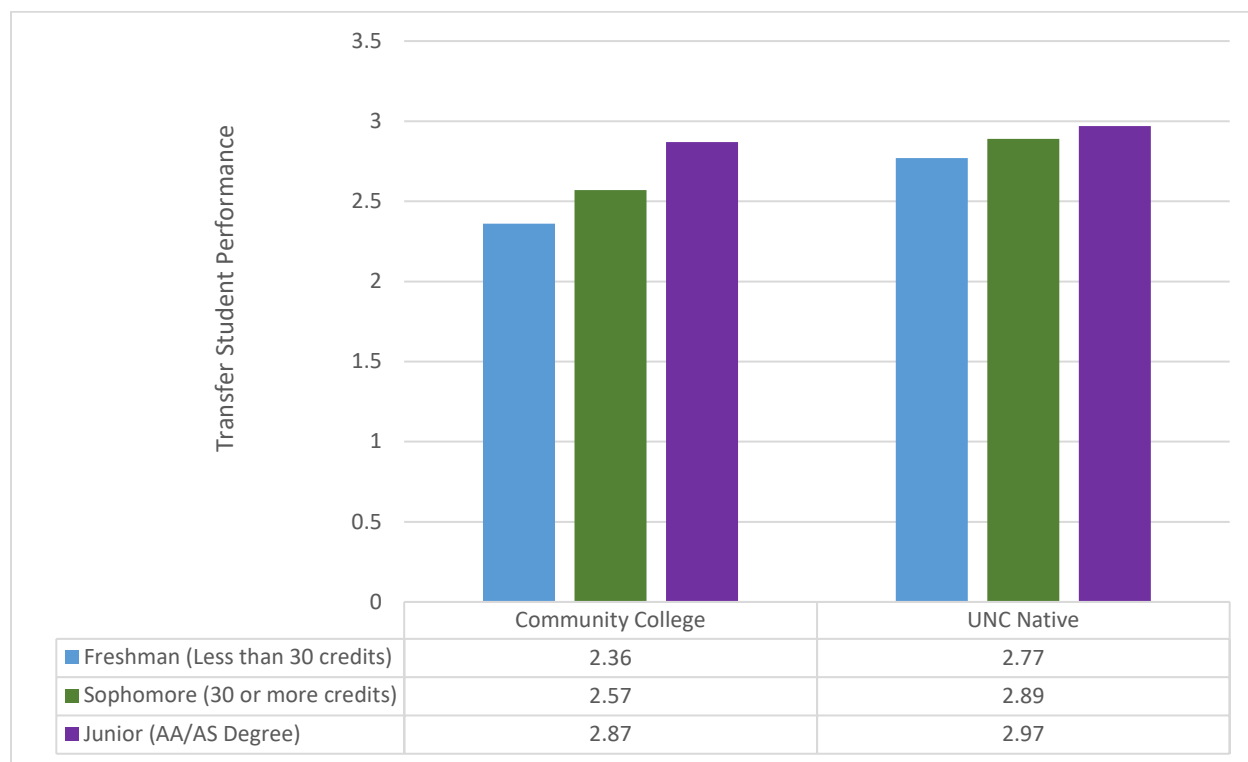
Note: Data within Table 2 include the most current information from the Student Data Mart and may differ slightly from previously reported information.

Transfer Performance Data

The most recent data on transfer student performance continue to indicate a strong correlation between degree and credit-hour completion prior to transfer and academic performance at the senior institution (see Table 3). Students who transfer from an NCCCS institution into a UNC System institution with fewer than 30 completed credit hours significantly lag behind those who started at senior institutions as freshmen in first-year performance. This is also true of students who transfer before completing an associate degree but have more than 30 credit hours of transferable coursework. The overall first-year student GPA of non-degree-earning transfer students with more than 30 completed hours is lower compared to their sophomore UNC System native counterparts. Students who complete the associate degree prior to transfer and matriculate as juniors perform comparably with UNC System native juniors. These results confirm the foundational principle of the CAA that transfer students who complete the associate degree prior to transfer will perform as well as students who began their college careers at UNC System institutions.

Table 3

2018 Transfer Student Performance Grade Point Average – First Year



Note: Data indicated are reflective of first-year performance for students entering in fall 2018 through spring 2019.

Campus Compliance Site Visits

In January 2016, the Transfer Advisory Committee (TAC) established a process for reviewing the institutional transfer credit policies and procedures of UNC System institutions once every two years to ensure compliance with the CAA. The TAC completed its first round of reviews for 15 UNC System institutions in November 2017. (The North Carolina School of the Arts was not included in the compliance visits because of few transfers.). The second round of reviews began in October 2018 and will be completed by December 2019.

Institution	First-round Visit	Outcome	Second-round Visit	Outcome
Appalachian State University	July 25, 2016	Compliance	October 18, 2018	Compliance
East Carolina University	September 15, 2016	Compliance	October 11, 2018	Compliance
Elizabeth City State University	September 16, 2016	Compliance	October 12, 2018	Compliance
Fayetteville State University	October 18, 2017	Compliance	*Fall 2019 TBD	
North Carolina A&T University	March 29, 2017	Compliance	April 30, 2019	Compliance
North Carolina Central University	November 17, 2016	Compliance	November 28, 2018	Compliance
North Carolina State University	November 16, 2016	Compliance	November 7, 2018	Compliance
UNC Asheville	April 17, 2017	Compliance	April 17, 2019	Compliance
UNC-Chapel Hill	April 5, 2017	Compliance	May 1, 2019	Compliance
UNC Charlotte	April 13, 2016	Compliance	October 16, 2018	Compliance
UNC Greensboro	April 14, 2016	Compliance	October 18, 2018	Compliance
UNC Pembroke	October 18, 2017	Compliance	*Fall 2019 TBD	
UNC Wilmington	October 20, 2017	Compliance	*Fall 2019 TBD	
Western Carolina University	April 19, 2017	Compliance	March 28, 2019	Compliance
Winston-Salem State University	June 23, 2016	Compliance	November 16, 2018	Compliance

TAC/CAA Campus Site Visit Process and Compliance Feedback Reports

The UNC System sent a CAA Review Form to each of the institutions at least one month prior to the scheduled site visit. The TAC continues to refine this form to make it useful to both the institution under review and the TAC site visit team. Each institution returned the form within two weeks of receiving it. A site visit team consisting of one TAC representative from the NCCCS and one from the UNC System reviewed the forms along with other information from the Data Dashboard and the institution's website to assess transfer student admissions and performance data, completion rates, transfer credits accepted, total credits accumulated upon baccalaureate completion, most popular transfer student majors, top feeder community colleges, currency of Baccalaureate Degree Plans (BDPs), and institutional practices. The TAC interviewed key

transfer personnel at the UNC System institution and met with NCCCS transfer students to hear about their transition experience. The TAC also conducted an open forum for all campus personnel.

Upon completion of the compliance visits, the site teams submitted feedback reports to the entire TAC for review and approval. The UNC System sent approved reports to each university provost for distribution to appropriate personnel. This year, one site visit resulted in a provisional finding of non-compliance with BDP maintenance; however, upon notification, the institution rectified the situation promptly and was subsequently found to be in compliance. To date, all UNC System institutions have been found in compliance with the CAA. TAC members noted that, in this second round of site visits, UNC System institutions had a much greater working knowledge of the CAA and have implemented a number of practices to form stronger partnerships with their community college partners. For example, several UNC System institutions have developed co-admission or provisional admission programs that allow senior institution advisors the opportunity to work more closely with prospective transfers to ensure they are taking the best courses for transfer into specific majors. Several community colleges are offering dedicated space for UNC System advisors to visit and work with students to be sure they are on a seamless path to transfer.

Funding for TAC

Since its inception, the TAC has relied upon the home institutions of its members to fund member participation in TAC meetings, compliance site visits, and presentations at system conferences or workshops. The TAC is intentionally comprised of members from across the state from urban and rural areas and representing large and small institutions. The travel costs associated with the duties and responsibilities of membership place an additional financial obligation on institutions that have constraints and limitations on spending. NCCCS and the UNC System have proposed funding to support TAC meetings and member participation.

Transfer Credit Appeal Procedure

Students who believe the terms of the CAA have not been followed by senior institutions to which they are admitted may appeal by following the Transfer Credit Appeal provision in Appendix E of the CAA. Student awareness and use of the Appeal Procedure remain limited, with no formal appeals having been filed. When faculty and staff advisors at NCCCS institutions have conveyed concerns about CAA adherence to the TAC, the issues have been resolved through conversations between TAC members and UNC System personnel. This process has worked well for situations of which college and university personnel have been made aware and given the opportunity to make satisfactory resolutions or explanations. Potential situations that could have resulted in an appeal to the TAC have thus far been resolved at the institution level, which is the intent of the appeal process. Since 2018, the TAC has promoted greater awareness of the Transfer Credit Appeal provision among transfer students by recommending it be a required topic in ACA 122 (College Transfer Success) courses taken at NCCCS colleges.

Baccalaureate Degree Plans

The 2014 CAA requires senior institutions to develop and maintain Baccalaureate Degree Plans (BDPs) to outline community college and university courses that lead to timely baccalaureate degree completion for each major the institution offers. Compliance site visits in 2018-2019 revealed that more institutions have centralized the responsibility for BDP maintenance.

Institutions with centralized processes have more consistent and accurate BDPs and are able to respond to course and program updates in a more timely manner. The TAC continues to share best practices for BDP maintenance with UNC System institutions during site visits.

CAA Revisions

The TAC reviewed the latest approved version of the CAA in May 2019 and proposed minor changes for editorial clarity and updates to titles and phrasing that had changed since the prior review. In addition, two courses were added to the Universal General Education Transfer Component list after having been approved through the established procedure: COM 120 (Interpersonal Communications) and DRA 111 (Theater Appreciation). Other new and revised courses in the NCCCS Combined Course Library were added to the lists of General Education courses and Pre-major/Elective courses to reflect curriculum improvements and revisions completed by both systems over the course of the year. All changes to the CAA were presented to appropriate personnel in both systems, with the expectation that BDPs will continue to be updated to reflect these changes in the next academic term. The latest version of the CAA has been presented to both the State Board of Community Colleges and the UNC Board of Governors.

UNC System Director of Community College Partnerships

After a period of turnover in the UNC Director of Community College Partnerships position (established in 2017), the TAC welcomed a new director in March 2019. The new director's professional experiences with transfer at both senior institutions and community colleges contribute to a strong understanding of institutional practices and capacity, as well as transfer student needs. The expertise of the new director has resulted in effective and expeditious resolution of CAA questions and concerns. In the past six months, the new director has forged greater communication between the TAC and information technologists and data analysts at the UNC System to assist in improving the Data Dashboard, creating transfer equivalency tools for more consistent credit evaluation, and collecting advising resources in an electronic *Transfer Toolbox* (see "Communication" below). The director role has been and will continue to be critical for effective implementation of the CAA.

Statewide Advising Committee

In its 2018 Report to the Joint Legislative Education Oversight Committee, the TAC recommended that North Carolina community colleges conduct a survey of advising practices with the goal of identifying best practices to share across the state. As a result, in 2018-2019, a statewide Advising Association has emerged to engage advisors from both systems in public forums and work groups to share best practices and provide technical assistance to institutions as they work to improve advising for transfer students. The association is housed under the NC Student Success Center.

Communication

The dissemination of transfer information to appropriate personnel in a timely manner can create challenges for both NCCCS colleges and UNC System institutions. Up-to-date adjustments to the CAA as approved by the TAC, advising information, and a clearinghouse of best practices are invaluable resources to transfer advisors and administrators. In addition, the TAC strives for transparency and public accessibility in its work. To these ends, two platforms

for enhanced communication among constituents will be launched in fall 2019 to promote a smoother flow of information across both the NCCC and UNC systems, as well as to the public at large. A *Transfer Toolbox – Advisor Resource* website will house information about policy changes, CAA updates, advising tools, best practices, and opportunities for connections (e.g., transfer conferences) such that advisors can obtain needed information in one location. The *Transfer Advisory Committee* (TAC) website will provide the public with details regarding membership, meetings, and current policy. At present, information about the work of the TAC is split between websites for the NCCCS and the UNC System. The new TAC website will provide a structure for ongoing and archived interactions of this committee.

In addition, a monthly series of *Transfer Talk* webinars to promote enhanced communication and collaboration for successful student transitions has been launched for transfer-related personnel at each UNC System institution, including transfer advisors, admissions staff, and administrators. These webinars will continue throughout the 2019-2020 academic year, with monthly updates extended to transfer advisors and college transfer personnel/administrators in the community college system beginning in fall 2019. Participants will discuss relevant information about the CAA and the work of the TAC, and group facilitators will collect concerns from individuals who work most directly with transfer students in both systems to share with TAC members so they are aware of challenges that exist in the field.

Conclusion and TAC Recommendations

In the past five years, NC community colleges and UNC System institutions have made steady progress toward seamless transfer. They continue to perfect and improve their partnerships to provide more effective advising, clear and consistent communication, and ongoing support to transfer students. As awareness and execution of the 2014 *Comprehensive Articulation Agreement* increase in North Carolina, more students are completing associate degrees at community colleges and transferring to UNC System institutions. Upon transfer, these degree-completers are performing comparably with students who started as freshmen at those senior institutions. The data provided in this report demonstrate that UNC System institutions are not only meeting the expectations set out in the CAA, but they are finding creative ways to enhance the transfer process and to champion transfer student success. In light of this positive momentum, the TAC recommends ongoing support of the following efforts:

- Co-admission initiatives and UNC System advisor residency on community college campuses to guide students toward completion of appropriate courses, programs, and institutions earlier in the transfer process;
- Technological solutions that create greater continuity, clarity, accessibility, and transparency for advising transfer students and informing course, program, and institution selection;
- Further research on transfer trends and issues, e.g., break out the “other associate degrees” with which students transfer to senior institutions, explore equity in transfer, and determine relationship between various advising initiatives (ACA 122, co-admission, faculty vs. professional advisors) and transfer success; and

- CAA education and awareness-building through TAC forums on campuses, webinars, and presentations at conferences/workshops to share and promote best practices observed through statewide compliance site visits and funding for TAC member participation in these efforts.

AGENDA ITEM

A-5. UNC System Degree Program Establishment..... David English

Situation:	<p>North Carolina Central University requests the establishment of the following degree program:</p> <ul style="list-style-type: none">— Bachelor of Science in Clinical Research (CIP 51.0719) <p>University of North Carolina at Charlotte requests the establishment of the following degree program:</p> <ul style="list-style-type: none">— Bachelor of Arts in Writing, Rhetoric, and Digital Studies (CIP 23.1301) <p>The University of North Carolina at Greensboro requests the establishment of the following degree programs:</p> <ul style="list-style-type: none">— Bachelor of Arts in Environment and Sustainability (CIP 03.0103)— Bachelor of Science in Geography (CIP 45.0701) <p>University of North Carolina Wilmington requests the establishment of the following degree program:</p> <ul style="list-style-type: none">— Bachelor of Science in Respiratory Therapy (CIP 51.0908)
Background:	<p>Per UNC 400.1, the constituent institutions and the UNC System Office review degree program offerings and bring requests to establish new programs with recommendations to the Board of Governors.</p>
Assessment:	<p>Establishment of the above-listed degree programs is recommended.</p>
Action:	<p>This item requires a vote by the committee, with a vote by the full Board of Governors through the consent agenda.</p>

**Request for Authorization to Establish a
Bachelor of Science in Clinical Research
(BS, CIP 51.0719) at
North Carolina Central University**

I. Program Highlights

- The objective of North Carolina Central University's proposed Bachelor of Science in Clinical Research degree program is to prepare students for careers in clinical research at clinical research organizations (CROs) and pharmaceutical companies, or graduate school. The curriculum offers rigorous coursework and a semester-long internship to provide students with hands-on experience in contract CROs.
- The proposed degree program will require 120 credit hours for completion.
- Twenty full-time students and 10 part-time students are projected in the first year. Ninety full-time students and 30 part-time students are projected by the fourth year.
- The Department of Pharmaceutical Sciences is requesting one tenure-track faculty member to teach core courses and two adjunct faculty members.
- No tuition differential will be sought to support the proposed degree program. The proposed budget will be supported by an increase in enrollment and other funds provided by the NCCU College of Arts and Sciences and the Biomanufacturing Research Institute Technology Enterprise (BRITE) Institute.
- The resources of NCCU's library are adequate to support the proposed degree program.
- The facilities are adequate to support the proposed degree program.

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

1. **Existing Programs (Number, Location, Mode of Delivery).** One other institution in the UNC System offers a BS degree in Clinical Research: University of North Carolina Wilmington. Campbell University also offers the proposed degree program.
2. **Relation to Campus Distinctiveness and Mission.** The proposed BS in Clinical Research degree program supports the mission of NCCU to advance "research in the biotechnological, biomedical, informational, computational, behavioral, social, and health sciences" and "enhance the quality of life of citizens and the economic development of North Carolina, the nation, and the world."

The Department of Pharmaceutical Sciences is the academic arm of NCCU's Biomanufacturing Research Institute and Technology Enterprise (BRITE). BRITE's mission is to establish and evolve programs at the BS, MS, and Ph.D. levels that provide students with the scientific education, technical and leadership competencies for successful careers in the biomanufacturing, biotechnology, and pharmaceutical industries. The BRITE building was co-funded by the State of North Carolina and the Golden LEAF Foundation's economic development initiatives. The proposed degree program would help fulfill the purpose of the economic development initiatives by producing a trained workforce to meet the future demands of the state and beyond.

3. **Demand (local, regional, state).** There is an increasing demand for clinical research positions at various levels. Online searches revealed 446 clinical research job openings on the website of IQVIA (formerly Quintiles and IMS Health) and 611 job openings on the website of Syneos. There are 120 clinical research organizations in the Research Triangle Park (RTP) area.
4. **Potential for Unnecessary Duplication.** One other institution in the UNC System offers a BS degree in Clinical Research: University of North Carolina Wilmington. Campbell University also offers the proposed degree program. NCCU is the only UNC System institution positioned to serve students in the central region. Furthermore, the other institutions enroll about 100 students in clinical research, with job placement rates above 90%. The institutions cannot meet the fast-growing demand in the job market in this field.
5. **Employment Opportunities for Graduates.** According to the Bureau of Labor Statistics (BLS), employment in the field is projected to grow 13% from 2016 – 2026, faster than the average of all occupations (around 7%). Jobs in clinical trial research will continue to be in demand because they contribute to the development of treatments and medicines that improve health and wellness.
6. **Faculty Quality and Number.** The Department of Pharmaceutical Sciences is requesting one tenure-track faculty member to teach core courses and two adjunct faculty members. The proposed degree program will not have a significant impact on faculty teaching load, public service activity, or scholarly research.
7. **Availability of Campus Resources (library, space, etc.)** The institution's James E. Shepard Library has adequate resources to support the proposed degree program. It maintains a collection of over 300,000 print volumes, 1,200 journals, magazines, and newspapers, and more than 120,000 government documents. Beyond its print collection, the library subscribes to over 220 electronic databases, which provide students with 24-hour access to over 25,000 electronic full text journals and books. The Shepard Library is recognized as a federal depository library. A librarian also serves as a liaison to the Department of Pharmaceutical Sciences to ensure that faculty, staff, and students have the necessary resources and services to support the academic enterprise.

The Department of Pharmaceutical Sciences will work to enhance the number of books and journals related to clinical research.

Facilities at NCCU are adequate to support the proposed degree program. The core courses would be delivered in NCCU's Biomanufacturing Research Institute Technology Enterprise (BRITE) Building. The BRITE building was co-funded by the State of North Carolina and the Golden LEAF Foundation's economic development initiatives. Additional classrooms are available in NCCU's Mary Townes Science Building.

8. **Relevant Lower-level and Cognate Programs.** There is no cognate program offered at NCCU at this time.

- 9. Impact on Access and Affordability.** No tuition differential will be sought to support the proposed degree program. The proposed budget will be supported by an increase in enrollment and other funds provided by the NCCU College of Arts and Sciences and the Biomanufacturing Research Institute Technology Enterprise (BRITE) Institute.

Tuition and fees for fall 2019 are as follows:

Category	Resident	Non-Resident
Tuition	3,728 .00	16,435.00
Mandatory Fees (Activities, Athletics, Health, Debt Service, Campus Safety, ASG)	2,690.21	2,690.21
Special Fees (Program Specific)	N/A	N/A
Application Fee (Program Specific)	N/A	N/A

- 10. Expected Quality.** The measures used to evaluate the proposed degree program will include enrollment, student acquisition of program learning outcomes, graduation rates, and employment following graduation.
- 11. Feasibility of Collaborative Program.** Although NCCU consulted with UNC Wilmington, Campbell University, and Kent University's online program, collaborative opportunities were not identified. NCCU has been collaborating with Duke Clinical Research Institute to develop the curriculum and internship opportunities. In addition, NCCU is considering a Memorandum of Understanding (MOU) with Durham Technical Community College's Clinical Research program to create a pipeline for their students to seamlessly enter the proposed degree program. Durham Technical Community College graduates about 60 students per year in its clinical research programs.
- 12. Other Considerations.** None.

III. Summary of Review Processes

Campus Review Process and Feedback. The proposal was reviewed by the NCCU faculty, department and university curriculum committees, the provost, and chancellor. Approval was obtained at all levels.

UNC System Office Review Process and Feedback. Throughout the review process, NCCU provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support its statements. Reviewers evaluated the proposal and requests for information were provided by the institution.

IV. Recommendation

It is recommended that the Board of Governors approve NCCU's request to establish a Bachelor of Science in Clinical Research degree program (CIP 51.0719) to enroll students starting spring 2020.

**Request for Authorization to Establish a
Bachelor of Arts in Writing, Rhetoric, and Digital Studies
(BA, CIP 23.1301) at
University of North Carolina at Charlotte**

I. Program Highlights

- University of North Carolina at Charlotte's proposed Bachelor of Arts in Writing, Rhetoric, and Digital Studies degree program would prepare graduates to evaluate the implications of print, digital, and social media in both local and global contexts.
- The proposed degree program would require 120 credit hours, including general education courses (37-43 credit hours), major courses (36 credit hours), and electives (47-53 credit hours).
- The proposed degree program would be delivered on campus.
- Twenty-five full-time students and two part-time students are projected in the first year. One hundred and fifty full-time students and 20 part-time students are projected in the fourth year.
- No new full-time faculty positions are requested in the first year. If projections are met, an assistant professor position would be requested in year three and year four of the program.
- The proposed degree program will require enrollment increase funds to support faculty salary. No tuition differential will be sought to support the proposed degree program.
- The resources of UNC Charlotte's library are adequate to support the proposed degree program.
- The facilities are adequate to support the proposed degree program.

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

1. **Existing Programs (Number, Location, Mode of Delivery).** There are 11 institutions in the UNC System offering programs similar to the proposed degree program, along with four private institutions.
 - Appalachian State University offers the BA in English, with a professional writing concentration.
 - Elizabeth City State University offers the BA in English, with a news media concentration.
 - Elon University offers the BA in English, with a writing and rhetoric concentration.
 - Fayetteville State University offers the BA in English, with a minor in professional writing.
 - Gardner Webb University offers the BA in English, with an emphasis on writing.
 - Guilford College offers the BA in English and Media Studies.
 - The University of Mount Olive offers the BA in English.
 - North Carolina Agricultural and Technical State University offers the BA in English, with a concentration in technical writing.
 - North Carolina Central University offers the BA in English, with a writing concentration.
 - North Carolina State University offers the BA in English, with a language, writing, and rhetoric concentration.
 - University of North Carolina at Charlotte offers the BA in English, with a language and digital technology concentration.
 - University of North Carolina at Pembroke offers the BA in English, with an emphasis on professional writing.
 - University of North Carolina Wilmington offers the BA in English, with a professional writing track.

- Western Carolina University offers the BA in English, with a professional writing concentration.

Concentrations and emphases in departments of English require courses from across the subdisciplines of English (e.g., linguistics, literature) or focus on technical, professional or scientific communication. The goal of the proposed degree program is to provide rhetorical and writing strategies for print and digital writing that are portable across disciplines, professions, civic and personal contexts.

2. **Relation to Campus Distinctiveness and Mission.** This program aligns with UNC Charlotte's mission to offer competitive programs of research and exemplary undergraduate degrees focusing on community engagement, particularly for the needs of the greater Charlotte area. With its emphasis on communication, critical thinking, workforce preparation and civic engagement, the proposed major also aligns with the University's plan to "Educate a diverse student body through an integrated academic experience that positions graduates for personal success and civic responsibility in the global environment of the 21st century" (Goal #1).

Faculty teaching in the University Writing Program already contribute to the research mission of the university (Goal #2), but the proposed major would further opportunities to involve undergraduates in research, solving real communication problems as part of their active learning in coursework. The proposed capstone would engage students with community partners (Goal #3).

3. **Demand (local, regional, state).** Traditional measures of labor market data provide some challenges for the analysis of employability for graduates of writing, rhetoric, and digital studies programs. Available labor market data are based on traditional categories rather than on the skills currently called for by employers.

Hanover Research performed a feasibility study for the academic proposal and noted that there is a growing national demand for degrees comparable to writing, rhetoric, and digital studies.

Hanover Research's feasibility study, as well as national employment studies, point to critical thinking and the flexibility to work across print and online texts as essential to health sciences (social work, public health, health management), business (marketing, economics, management, operations), arts (art education, architecture, museum studies, art history), and STEM fields. A Writing, Rhetoric, and Digital Studies degree would also qualify students for variety of graduate programs at the MA/PhD level: Law; Journalism; Computing & Informatics; Digital Media; Culture & Media; Information Design; and programs in Rhetoric, Writing, Technical Communication or English that require digital composing undergraduate degrees.

4. **Potential for Unnecessary Duplication.** While similar degrees are offered the state, the proposed degree would be the only one in North Carolina offered through a unit solely focused on the critical skills needed for digital composition and writing as applicable across majors and employment fields.
5. **Employment Opportunities for Graduates.** The search term "writing" in the U.S. Department of Labor Occupational Outlook Handbook produces 577 results, many of which provide information

on jobs for undergraduates with a single writing degree as well as jobs with a high demand of writing (e.g., financial managers, forensic science tech) that would make someone with a WRDS major or minor more marketable.

The North Carolina workforce is expected to grow more quickly (12.3 percent) than the national workforce through 2024 (6.5 percent), and aggregated occupations in rhetoric and writing technologies (RWTS) are expected to grow at an about as fast as average rate compared to the overall state average, at 15.2 percent growth. These projections indicate growing demand for RWTS-related positions in North Carolina. Communications fields projected for faster than average growth include Technical Writers (22.7 percent) and Marketing Managers (24.4 percent). Web Developers are projected for particularly strong growth at 32.1 percent from 2014 to 2024.

An analysis by Burning Glass Technologies, which studies job trends in real time by mining data from employment ads, found that writing and communications are the most requested job requirements across nearly every industry, even fields such as information technology and engineering.

6. **Faculty Quality and Number.** Current faculty have the capacity to support the proposed degree program for the first year without additional hires. Growth in faculty will be contingent on growth in the major and the demands on the First Year Writing and Critical Thinking and Writing courses. Some lecturer positions may be shifted to tenure track positions as research growth occurs in the discipline. If projections are met, an assistant professor position would be requested in year three and year four of the program.
7. **Availability of Campus Resources (library, space, etc.)** The present holdings of J. Murrey Atkins Library at UNC Charlotte are sufficient to support the instructional and research needs of the BA in Writing, Rhetoric, and Digital Studies program. This is true both in terms of print and online resources.

Current facilities are adequate to support the proposed degree program. There is a seminar room, four classrooms, a main office area, faculty offices, the Writing Resource Center, a small student conference room, and a small meeting room for student collaborations and committee meetings.

Plans to move the Writing Resource Center to the library will free up space that will serve classrooms for the major, a computer lab, and/or offices for additional faculty. Areas currently used for swing space while renovation of buildings occur may also serve the major if it rapidly expands and as renovations are completed.

8. **Relevant Lower-level and Cognate Programs.** Students can complete their degrees by taking courses only in the proposed curricular area (Writing, Rhetoric, and Digital Studies). However, based on consultations with relevant units, students can also select courses to take as electives from an approved list of courses delivered by the Departments of English and Communication Studies, the Women's and Gender Studies Program and in the College of Computing and Informatics.

- 9. Impact on Access and Affordability.** The proposed degree program will require enrollment increase funds to support faculty salary. No tuition differential will be necessary.

Tuition and fees for fall 2018 and spring 2019 are as follows:

Undergraduate Residents (Per Semester; In Dollars)

Category	Resident	Non-Resident
Tuition	3,812 .00	17,246.00
Mandatory Fees (Activities, Athletics, Health, Debt Service, Campus Safety, ASG)	3,094.00	3,094.00
Special Fees (Program Specific)	N/A	N/A
Application Fee (Program Specific)	N/A	N/A

- 10. Expected Quality.** Metrics that would be used to evaluate the proposed program include student acquisition of learning outcomes, graduation rates, and job placement.

- 11. Feasibility of Collaborative Program.** The Council of Carolinas Writing Program Administrators (CCWPA) represents program directors from most public and many private NC institutions. The group meets formally twice a year and communicates about curricula and policy through its listserv. As a member of this organization, UNC Charlotte's University Writing Program (UWP) administrators stay in contact with writing programs across both Carolinas, creating research and other collaborations as possible. Mindful of the need for nonduplication, exchanges about current and future degrees is a focus of interchanges.

Faculty from UNC Charlotte's University Writing Program will collaborate with East Carolina University in the development of a professional writing degree. They are designing a curriculum that complements the program at UNC Charlotte.

- 12. Other Considerations.** None.

III. Summary of Review Processes

Campus Review Process and Feedback. The proposal was reviewed by the UNC Charlotte faculty, department and university curriculum committees, the provost, and chancellor. Approval was obtained at all levels.

UNC System Office Review Process and Feedback. Throughout the review process, UNC Charlotte provided relevant information pertaining to program requirements and resources. The

institution submitted appropriate documentation and research to support its statements. Reviewers evaluated the requests and did not request further information.

IV. Recommendation

It is recommended that the Board of Governors approve UNC Charlotte's request to establish a Bachelor of Arts in Writing, Rhetoric, and Digital Studies degree program (CIP 23.1301) to enroll students starting fall 2019.

**Request for Authorization to Establish a
Bachelor of Arts in Environment and Sustainability
(BA, CIP 03.0103) at
The University of North Carolina at Greensboro**

I. Program Highlights

- The University of North Carolina at Greensboro's proposed Bachelor of Arts in Environment and Sustainability degree program would prepare graduates for careers in the field of environment and sustainability, including Sustainable Manufacturing, Renewable Energy, and Environmental Conservation/Energy Efficiency.
- The proposed degree program will require 120 credit hours for completion, including at least 36 semester credit hours above the 300 level.
- One hundred full-time students and twenty-five part-time students are projected in the first year. One hundred, twenty-five full-time students and twenty-five part-time students are projected by the fourth year.
- Two new faculty positions will be needed to support the proposed degree program.
- No enrollment increase funds or additional state appropriations are requested. No tuition differential or program-specific fees will be sought to support the proposed degree program.
- The resources of UNC Greensboro's library are adequate to support the proposed degree program.
- The facilities are adequate to support the proposed degree program, which has existed as a concentration since 2007.

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

1. **Existing Programs (Number, Location, Mode of Delivery).** Three institutions in the UNC System offer similar on-campus programs, including Appalachian State University, University of North Carolina at Chapel Hill, and University of North Carolina Wilmington. These programs differ from the proposed degree program because they generally have a focus on geography, earth sciences, and/or marine sciences in their curricula.
2. **Relation to Campus Distinctiveness and Mission.** The proposed degree program contributes the mission of UNC Greensboro to be "a source of innovation and leadership meeting social, economic, and environmental challenges in the Piedmont Triad, North Carolina, and beyond." Moreover, the level of attention to individual students in the existing concentration matches another element of the mission to be "a learner-centered, accessible, and inclusive community fostering intellectual inquiry to prepare students for meaningful lives and engaged citizenship."
3. **Demand (local, regional, state).** NCWorks describes jobs in the field of environment and sustainability as Sustainable Manufacturing, Renewable Energy, and Environmental Conservation/Energy Efficiency. In September 2018, the organization listed a total of 1,923 state-wide jobs in this category. Among states in the southeast, North Carolina has third largest number of "clean economy" jobs. Between 2003 and 2010, the number of these jobs in North Carolina increased from 52,780 to 78,881 (Brookings Institution, 2011).

- 4. Potential for Unnecessary Duplication.** Three institutions in the UNC System offer similar on-campus programs, including Appalachian, UNC-Chapel Hill, and UNC Wilmington. However, none is specifically designated as a Bachelor of Arts in Environment and Sustainability. In addition, the proposed degree program has existed as a concentration since 2007 and does not represent any additional program duplication. Enrollment in the concentration has tripled in the past three years, suggesting that the proposed degree program would meet a demonstrated need at UNC Greensboro.
- 5. Employment Opportunities for Graduates.** The Bureau of Labor Statistics (BLS) predicts 11% growth in the broad category of Environmental Scientists and Specialists between 2016 – 2026, faster than the national average (approximately 7%) for other professions.
- 6. Faculty Quality and Number.** Two new faculty positions will be requested. The proposed program, as it grows, may provide minimal enrollment increase in existing major courses and minimal increases in existing non-major courses. It may change the makeup of existing faculty course loads to include more courses specific to the program. Given the existence of a program concentration that has grown steadily in recent years to high enrollment (circa 125 majors as of fall 2018), there should be no adverse impacts on the activities of existing faculty.
- 7. Availability of Campus Resources (library, space, etc.)** The holdings and resources of UNC Greensboro's libraries include print volumes, journals, magazines, and newspapers, and electronic databases. In addition, the library provides targeted financial allocations and general support as well as liaison librarians trained in information literacy instruction. Two new librarians are responsible for working with the Department of Geography, Environment, and Sustainability. Journals are funded through multidisciplinary allocation, not by individual department. UNC Greensboro has multidisciplinary journal packages through numerous top environment and sustainability publishers: Wiley, Taylor & Francis, Elsevier, SAGE, Springer, Oxford University Press, Cambridge University Press, and others. The combined libraries and databases will provide adequate resources to support the proposed degree program.

The Department of Geography, Environment, and Sustainability is housed on the first, second, and part of the fourth floors of the Franklin Porter Graham Building on the UNCG campus. A variety of classroom and laboratory spaces are found on these floors. The Department houses a three major lab spaces – the Geographic Information Science Lab, the Carolina Tree-ring Science Lab, and the Regolith Analysis Lab – along with other teaching labs and standard university classrooms. In addition, the Dept. of GES has a variety of equipment for field-based research and teaching including many handheld GPS receivers, mechanical and electronic surveying levels, clinometers, and stadia rods, inflatable rafts, sediment coring equipment, tools for soil probing and excavation, waders for shallow water access, current meters for streamflow measurement, increment borers for tree-ring studies, and field sensors and meters for studies of environmental magnetism. The facilities are adequate to support the proposed degree program, which has existed as a concentration since 2007.

- 8. Relevant Lower-level and Cognate Programs.** Environmental studies and sustainability studies are very broad interdisciplinary subjects, which means that students with all variety of backgrounds are admissible. At UNC Greensboro, there are three primary undergraduate programs that are all healthy and excellent potential collaborators. These are the BA in Geography

(in the same department as EVS), the BA and BS degrees in Biology, and the BS in Sustainable Tourism and Hospitality. All three programs have strong enrollment and broad faculty expertise, and students from each program would be capable of double-majoring or taking classes within EVS or switching between the programs. Additionally, the high school Advanced Placement course in environmental science functions as a feeder program into environmental and sustainability studies at the university level. There is adequate support and no expansion or improvements are necessary.

9. **Impact on Access and Affordability.** No enrollment increase funds or additional state appropriations are requested. No tuition differential or program-specific fees will be sought to support the proposed degree program.

Tuition and fees for fall 2019 are as follows:

Full-Time Undergraduate Residents (in Dollars)

Category	Resident	Non-Resident
Tuition	4,422 .00	19,581.00
Mandatory Fees (Activities, Athletics, Health, Debt Service, Campus Safety, ASG)	2,866.00	2,866.00
Special Fees (Program Specific)	N/A	N/A
Application Fee (Program Specific)	N/A	N/A

10. **Expected Quality.** The measures used to evaluate the proposed degree program will include enrollment, student acquisition of program learning outcomes, graduation rates, and employment following graduation.

11. **Feasibility of Collaborative Program.** UNC Greensboro's current environment and sustainability concentration is of sufficient size and scope, and of relatively low resources, that such opportunities for collaboration have not yet been pursued.

12. **Other Considerations.** None.

III. Summary of Review Processes

Campus Review Process and Feedback. The proposal was reviewed by the UNC Greensboro faculty, department and university curriculum committees, the provost, and chancellor. Approval was obtained at all levels.

UNC System Office Review Process and Feedback. Throughout the review process, UNC Greensboro provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support its statements. Reviewers evaluated the requests and did not request further information.

IV. Recommendation

It is recommended that the Board of Governors approve UNC Greensboro's request to establish a Bachelor of Arts in Environment and Sustainability degree program (CIP 03.0103) to enroll students starting fall 2020.

**Request for Authorization to Establish a
Bachelor of Science in Geography
(B.S., CIP 45.0701) at
The University of North Carolina at Greensboro**

I. Program Highlights

- The University of North Carolina at Greensboro's proposed Bachelor of Science in Geography degree program would prepare graduates for careers and advanced research in physical geography, human geography, planning, and geographic information science.
- UNC Greensboro already offers the Bachelor of Arts in Geography, which offers a broad-based education that encompasses other disciplines. The proposed Bachelor of Science in Geography degree program would provide a more focused, concentrated knowledge and familiarity with specialized and technical geographic subjects (like geographic information science, which uses remote sensing and spatial analysis software). The proposed program would give students greater exposure to technical and applied aspects of the discipline, which is increasingly desired in their job market.
- The proposed degree program will require 120 credit hours for completion, including 33-34 credit hours for the general education core, 9-22 credit hours from the College of Arts and Sciences, and 64-78 credit hours from the major plus electives.
- Five full-time students are projected in the first year. Twenty full-time students are projected by the fourth year.
- No new faculty positions will be needed to support the proposed degree program.
- No enrollment increase funds or additional state appropriations are requested. No tuition differential or program-specific fees will be sought to support the proposed degree program.
- The resources of UNC Greensboro's library are adequate to support the proposed degree program.
- The facilities are adequate to support the proposed degree program.

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

1. **Existing Programs (Number, Location, Mode of Delivery).** Six institutions in the UNC System offer similar on-campus programs: Appalachian State University, East Carolina University, Fayetteville State University, University of North Carolina at Chapel Hill, University of North Carolina at Charlotte, and University of North Carolina Wilmington.
2. **Relation to Campus Distinctiveness and Mission.** The proposed degree program contributes the mission of UNC Greensboro to be "a source of innovation and leadership meeting social, economic, and environmental challenges in the Piedmont Triad, North Carolina, and beyond."
3. **Demand (local, regional, state).** The Bureau of Labor Statistics predicts 13% growth for urban and regional planning, 10% growth for hydrology, and 14% for the geosciences in the period between 2016 – 2026. Industries such as FedEx, with its air hub in Greensboro, offer job opportunities such as transportation logistics, while the Research Triangle Park and other areas have use for urban and regional planning.

4. **Potential for Unnecessary Duplication.** Six institutions in the UNC System offer similar on-campus programs: Appalachian, ECU, FSU, UNC-Chapel Hill, UNC Charlotte, and UNC Wilmington. The proposed degree program would differ by offering a concentration in Earth Science. The main area of overlap in the existing programs is the concentration in geographic information systems (GIS). Given that GIS is the most rapidly growing subfield in geography, and demand on the UNC Greensboro campus continues to increase, the proposed degree program may meet a need in the discipline. Only three of the existing programs are offered as a Bachelor of Science, like the proposed degree program. In addition, the existing programs are offered on campus, and some student populations in the Triad area may have difficulty commuting to locations outside the region.
5. **Employment Opportunities for Graduates.** The Bureau of Labor Statistics predicts 13% growth for urban and regional planning, 10% growth for hydrology, and 14% for the geosciences in the period between 2016 – 2026. These estimates exceed the national average (approximately 7%) for other professions.
6. **Faculty Quality and Number.** No new faculty positions will be requested.
7. **Availability of Campus Resources (library, space, etc.)** The UNC Greensboro library has adequate holdings and support, consisting of materials and resources currently serving the existing BA in Geography program. The library website provides online tutorials, frequently asked questions, and an online chat service to help students navigate various pathways for data and information. The library also provides support from a geography librarian.

The library's collections include more than 2.47 million books, federal and state documents, microforms, and other formats. The bound volume total is over 1,200,000 and more than 41,000 items are added to the collections each year. There are more than 37,000 full-text electronic journals available, along with up to 331,000 electronic book packages from Cambridge University Press, Oxford University Press, and other publishers.

The Department of Geography, Environment, and Sustainability is housed on the first, second, and part of the fourth floors of the Franklin Porter Graham Building on the UNC Greensboro campus. A variety of classroom and laboratory spaces are found on these floors. The department houses three major lab spaces – the Geographic Information Science Lab, the Carolina Tree-ring Science Lab, and the Regolith Analysis Lab – along with other teaching labs and standard university classrooms. The facilities are adequate to support the proposed degree program.

8. **Relevant Lower-level and Cognate Programs.** The proposed degree program requires no cognate programs for support.
9. **Impact on Access and Affordability.** No enrollment increase funds or additional state appropriations are requested. No tuition differential or program-specific fees will be sought to support the proposed degree program.

Tuition and fees for fall 2019 are as follows:

Full-Time Undergraduate Residents (In Dollars)

Category	Resident	Non-Resident
Tuition	4,422 .00	19,581.00
Mandatory Fees (Activities, Athletics, Health, Debt Service, Campus Safety, ASG)	2,866.00	2,866.00
Special Fees (Program Specific)	N/A	N/A
Application Fee (Program Specific)	N/A	N/A

10. Expected Quality. The measures used to evaluate the proposed degree program will include enrollment, student acquisition of program learning outcomes, graduation rates, and employment following graduation.

11. Feasibility of Collaborative Program. UNC Greensboro established a regular research colloquium series that features speakers from all UNC System geography programs. The primary sources of collaborative interaction are available through shared colloquia speakers and campus visits during an annual Geography Bowl contest event sponsored by UNC Greensboro.

12. Other Considerations. None.

III. Summary of Review Processes

Campus Review Process and Feedback. The proposal was reviewed by the UNC Greensboro faculty, department and university curriculum committees, the provost, and chancellor. Approval was obtained at all levels.

UNC System Office Review Process and Feedback. Throughout the review process, UNC Greensboro provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support its statements. Reviewers evaluated the requests and did not request further information.

IV. Recommendation

It is recommended that the Board of Governors approve UNC Greensboro's request to establish a Bachelor of Science in Geography degree program (CIP 45.0701) to enroll students starting Fall 2020.

**Request for Authorization to Establish a
Bachelor of Science in Respiratory Therapy
(BS, CIP 51.0908) at
University of North Carolina Wilmington**

I. Program Highlights

- University of North Carolina Wilmington's proposed Bachelor of Science in Respiratory Therapy degree program would prepare graduates for careers in the field of respiratory care.
- The proposed degree program will require 120 credit hours for completion. The regular-term instruction (RTI) option will require 60 hours of core respiratory therapy courses and 60 credit hours for general education and elective courses. RTI students will have clinical experiences embedded throughout the curriculum. The online, accelerated program (OAP) option will require 39 hours of core major courses.
- Twenty-five full-time RTI (on campus) students, 75 full-time OAP (online) students, and 50 part-time OAP students are projected in the first year. Fifty full-time RTI students, 227 full-time OAP students, and 151 part-time OAP students are projected by the fourth year.
- Six new faculty positions will be requested in the first year, with a total of 20 in four years.
- State appropriation funds will be requested based on the Semester Credit Hour Enrollment Change Funding Model for credit hours resulting from the proposed degree program. No tuition differential or program-specific fees will be sought to support the proposed degree program.
- The resources of UNC Wilmington's library are adequate to support the proposed degree program.
- The proposed degree program (to begin in fall 2021) would use the new Veterans Hall (scheduled for completion in fall 2020) and the existing College of Health and Human Sciences' Simulation Learning Center located in McNeill Hall.

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

1. **Existing Programs (Number, Location, Mode of Delivery).** Only one institution in the UNC System offers the BS in Respiratory Therapy: University of North Carolina at Charlotte, administered on campus and online. It is a degree completion program targeting practicing registered respiratory therapists possessing associate degrees.
2. **Relation to Campus Distinctiveness and Mission.** The mission of UNC Wilmington emphasizes the institution's commitment to establishing programs "in areas of expertise that serve state needs." Both in North Carolina and nationally, the demands of an aging population have increased the need for trained therapists to provide respiratory care. The proposed degree program supports this commitment by addressing the increased need across North Carolina for respiratory care therapists.
3. **Demand (local, regional, state).** The Education Advisory Board conducted a feasibility study in 2016, identifying respiratory therapy as a high priority, given growth rates and increased rates of respiratory illness and treatment. Burning Glass Labor/Insight data indicated that employer demand in North Carolina increased 34% (and 40% nationally) from 2014 to 2017. The Bureau of Labor Statistics projected that employment of respiratory therapists will increase 23% nationally in the period between 2016 – 2026.

UNC Wilmington intends to pursue Commission on Accreditation of Respiratory Care (CoARC) accreditation for the proposed degree program. The curriculum was designed to align with CoARC requirements and best practices, as well as the standards of the National Board of Respiratory Care. Graduate respiratory therapists are required to pass the NBRC board exam and students must graduate from a CoARC accredited program in order to sit for the exam. All 50 states require a degree from a CoARC accredited program for licensure. CoARC's recent decision to discontinue initial accreditation of associate degree programs creates a growing market space for graduates of accredited bachelor's degree programs, as this is the entry-level credential for practicing respiratory therapists.

- 4. Potential for Unnecessary Duplication.** One institution in the UNC System offers a similar program: University of North Carolina at Charlotte. Its degree-completion program is designed to help practicing respiratory therapists with associate degrees to obtain a bachelor's degree in the field. However, the demand in the state suggests that the proposed degree program would meet a need in the job market. No other institution in the UNC System offers a four-year residential experience and no private schools in the state offer the degree.
- 5. Employment Opportunities for Graduates.** Burning Glass Labor/Insight data indicated that employer demand in North Carolina increased 34% (and 40% nationally) from 2014 to 2017. The Bureau of Labor Statistics projected that employment of respiratory therapists will increase 23% nationally in the period between 2016 – 2026.
- 6. Faculty Quality and Number.** Six new faculty positions will be requested in the first year, with a total of 20 in four years.
- 7. Availability of Campus Resources (library, space, etc.)** The UNC Wilmington William Madison Randall Library provides strong support for health-related programs via specialized databases, journals, eBooks, streaming video, and other resources. The library also provides a dedicated librarian to the College of Health and Human Sciences and its faculty and students. This individual assists in developing program-specific resources based on faculty and student requests.

The library provides access to multidisciplinary aggregator databases such as ProQuest Central and Academic Search Elite, in addition to numerous subject-specific databases appropriate for the proposed degree program, including the Cumulative Index to Nursing and Allied Health Literature (CINAHL) Plus with Full Text, ProQuest Health and Medical Collection, ScienceDirect, and Web of Science.

The proposed degree program requires facilities to deliver both didactic and clinical elements. UNC Wilmington is currently constructing a new allied health sciences building (Veterans Hall), projected for completion concurrent with the proposed degree program (fall, 2021). The facility will provide approximately 85,000 square feet of space featuring multiple state-of-the-art teaching and research laboratories, faculty offices, clinics, and classrooms. Capital equipment costs will be included in the construction of the building. The new building will also allow for the development of an on-campus clinic providing healthcare services to students, faculty, staff, and community members, while serving as an applied learning classroom for students.

Beyond the new Veterans Hall, the proposed degree program will utilize the College of Health and Human Sciences' Simulation Learning Center located in McNeill Hall to support clinical elements of the curriculum. The Simulation Learning Center uses high, medium, and low fidelity human patient simulators as teaching and learning tools for healthcare delivery education.

8. **Relevant Lower-level and Cognate Programs.** The proposed degree program requires no cognate programs for support. Students who pursue the regular-term instruction option will be classified as pre-respiratory therapy majors or pre-health profession majors. UNC Wilmington's University College advisors will advise these students. Accordingly, students would complete the required University Studies program (general education curriculum). Students interested in the online, accelerated program option will be considered as transfer students and will be advised by the CHHS Student Success advisors.
9. **Impact on Access and Affordability.** State appropriation funds will be requested based on the Semester Credit Hour Enrollment Change Funding Model for credit hours resulting from the proposed degree program. New funding will support the hire of personnel, program operation, University Library support specific to the proposed degree program, University-level operational support costs, and marketing and recruitment activity.

No tuition differential or program-specific fees will be requested.

Tuition and fees for fall 2019 – spring 2020 are as follows:

Full-Time Undergraduate Residents (in Dollars)

Category	Resident	Non-Resident
Tuition	4,443 .00	18,508.00
Mandatory Fees (Activities, Athletics, Health, Debt Service, Campus Safety, ASG)	2,634.44	2,634.44
Special Fees (Program Specific)	N/A	N/A
Application Fee (Program Specific)	N/A	N/A

10. **Expected Quality.** The measures used to evaluate the proposed degree program will include enrollment, student acquisition of program learning outcomes, graduation rates, and employment following graduation.
11. **Feasibility of Collaborative Program.** NC Community College System representatives contributed to the proposal and UNC Wilmington plans to explore collaborative opportunities with them. Opportunities to collaborate with UNC Charlotte through course offerings, online and residential instruction, clinical supervision, and guest lectures will be explored.

12. Other Considerations. None.

III. Summary of Review Processes

Campus Review Process and Feedback. The proposal was reviewed by the UNC Wilmington faculty, department and university curriculum committees, the provost, and chancellor. Approval was obtained at all levels.

UNC System Office Review Process and Feedback. Throughout the review process, UNC Wilmington provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support its statements. Reviewers evaluated the requests and did not request further information.

IV. Recommendation

It is recommended that the Board of Governors approve UNC Wilmington's request to establish a Bachelor of Science in Respiratory Therapy degree program (CIP 51.0908) to enroll students starting fall 2021.

AGENDA ITEM

A-6. UNC System Degree Program Discontinuation and/or Consolidations David English

Situation: North Carolina State University requests discontinuation of the following degree programs:

- Bachelor of Science in Extension Education (CIP 01.0801)
- Bachelor of Science in Soil and Land Development (CIP 01.1299)

East Carolina University requests discontinuation and consolidation of the following degree program:

- Bachelor of Arts in Geography (CIP 45.0701)

Winston-Salem State University requests discontinuation and consolidation of the following degree programs:

- Bachelor of Science in Finance (CIP 52.0801)
- Bachelor of Science in Management (CIP 52.0201)
- Bachelor of Science in Management Information Systems (CIP 11.0401)
- Bachelor of Science in Marketing (CIP 52.1401)
- Bachelor of Science in Public Administration (CIP 44.0401)

Background: Per UNC 400.1, the constituent institutions and the UNC System Office review degree program offerings and bring periodic discontinuation and/or consolidation recommendations to the Board of Governors.

Assessment: Discontinuation and/or consolidation of the above-listed degree programs is recommended.

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

**Request for Authorization to Discontinue
Academic Degree Program**

North Carolina State University – B.S. in Extension Education – (CIP 45.0701)

The Bachelor of Science in Extension Education Program is recommended for discontinuation due to low enrollment. Faculty have met and discussed the impending closure of the program. Students will be notified by both email and individual meetings with their faculty advisor. All students currently enrolled in 11EXTEDBS will be allowed to continue and complete their courses of study. All courses in the major will continue to be taught until the final student graduates from the program. Enough courses will continue to be taught through the Extension Education Minor to enable students to graduate.

North Carolina State University – B.S. in Soil and Land Development – (CIP 01.1299)

The Bachelor of Science in Soil and Land Development Program is recommended for discontinuation because a more appropriate curricular option was available to students. The structure of the Soil and Land Development – Land Development subplan was merged with the Natural Resources – Soil and Water Systems subplan to create a new Natural Resources – Soil, Water, and Land Use subplan. The structure of the Soil and Land Development – Soil Science subplan was merged with the Plant and Soil Sciences – Soil Science subplan.

Currently, three students are enrolled in the Soil and Land Development plan. The students will be given the opportunity to switch into the revised Natural Resources – Soil, Water, and Land Use subplan. Alternatively, the students will have until June 2024 (Term: 2246) to complete the Soil and Land development degree. Come Term 2246, if the students have not completed their degree, they will be moved into Natural Resources – Soil, Water, and Land Use.

**Request for Authorization to Discontinue and Consolidate
Academic Degree Program**

East Carolina University – B.A. in Geography – (CIP 45.0701)

The Bachelor of Arts in Geography Program will be consolidated into the BS in Geography (CIP 45.0701) which has been restructured to include two distinct concentrations, one of which mimics the BA program. Students currently involved in the BA will have a seamless way of completing that degree in order to graduate.

Winston-Salem State University – B.S. in Finance – (CIP 52.0801)

The Bachelor of Science in Finance will be discontinued and consolidated into the Bachelor of Science in Business Administration (CIP 52.0201). The program faculty voted on the consolidation to streamline the program and received appropriate approval from administrative units. Students currently enrolled in the major will be allowed to complete their degree.

Winston-Salem State University – B.S. in Management – (CIP 52.0201)

The Bachelor of Science in Management will be discontinued and consolidated into the Bachelor of Science in Business Administration (CIP 52.0201). The program faculty voted on the consolidation to streamline the program and received appropriate approval from administrative units. Students currently enrolled in the major will be allowed to complete their degree.

Winston-Salem State University – B.S. in Management Information Systems – (CIP 11.0401)

The Bachelor of Science in Management Information Systems will be discontinued and consolidated into the Bachelor of Science in Business Administration (CIP 52.0201). The program faculty voted on the consolidation to streamline the program and received appropriate approval from administrative units. Students currently enrolled in the major will be allowed to complete their degree.

Winston-Salem State University – B.S. in Marketing – (CIP 52.1401)

The Bachelor of Science in Marketing will be discontinued and consolidated into the Bachelor of Science in Business Administration (CIP 52.0201). The program faculty voted on the consolidation to streamline the program and received appropriate approval from administrative units. Students currently enrolled in the major will be allowed to complete their degree.

Winston-Salem State University – B.S. in Public Administration – (CIP 44.0401)

The Bachelor of Science in Public Administration Program will be discontinued due to low enrollment. The program will be consolidated into the Bachelor of Arts in Political Science (CIP 45.1001). Students previously in the major were advised to replace it with the Bachelor of Arts in Political Science with a concentration in Public Administration and Public Policy. Special advisement sessions and resources were developed to facilitate transition to their new program.

AGENDA ITEM

A-7. Proposed Revisions to Section 700.10.1 of the UNC Policy Manual David English

Situation: Section 700.10.1, Policy on Awarding Undergraduate Credit on the Basis of Advanced Placement Exam Scores, standardizes the process by which students receive course credit at a UNC System constituent institution for successfully passing an Advanced Placement (AP) exam. This policy is aligned with G.S. 115C-174.26, which provides state funding to cover the cost of AP exams. The statute also identifies International Baccalaureate (IB) and Cambridge AS Level and A Level exams as constituting “Advanced Courses,” and provides state funding to cover the costs of those exams as well.

These proposed revisions expand the provisions of Section 700.10.1 to include International Baccalaureate and Cambridge AS Level and A Level examinations.

Background: The Board of Governors adopted Section 700.10.1 in 2018, establishing a standard process for the receipt of college credits at UNC System constituent institutions for students who have taken an Advanced Placement (AP) exam. The policy was implemented July 1, 2019, and impacts students enrolling in the 2019-20 academic year and beyond.

The proposed revisions are modeled on those adopted by the State Council of Higher Education for Virginia Public Higher Education Policy on Course Credit. In addition to the previously established minimum score of 3 on an AP score, the revisions establish a minimum score of a 5 on a standard level IB exam, a 4 on a higher level IB exam, and a C on a Cambridge AS Level or A Level examination.

Section 700.10.1[R], Regulation on Awarding Undergraduate Credit on the Basis of Advanced Placement Exam Scores, which includes conforming changes, is to be amended and approved by the president and is included for the committee’s information.

Assessment: The proposed changes are consistent with the requirements of G.S. 115C-174.26.

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

DRAFT

700.10.1

Adopted 07/27/18

Technical correction 01/04/19

Amended / /19

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**Policy on Awarding Undergraduate Credit on the
Basis of Advanced ~~Placement Exam~~ Course Examination Scores**

I. Purpose. North Carolina General Statute § 115C-174.26 (hereinafter G.S.), establishes the intent of the state to enhance accessibility and encourage students to complete rigorous advanced courses at the secondary level. The state has defined advanced courses as Advanced Placement (AP), International Baccalaureate (IB) Diploma Programme, and Cambridge International Advanced Subsidiary (AS) Level and Cambridge International Advanced (A) Level. Students enrolled in North Carolina public schools are exempt from paying any fees for the administration or registration of examinations for these Advanced Courses. With this substantial support from the state of North Carolina, students in the state's high schools have the opportunity to earn credit toward a postsecondary degree via ~~Advanced Placement (AP) exams~~. ~~AP exams and associated courses are developed by committees of college and university faculty and expert high school teachers to correspond to expectations in introductory level courses at colleges and universities. Scores on these AP exams range from a low of one to a high of five; the developers of AP exams represent that a score of three on any AP exam signals that a student has "proven...capable of doing the work of an introductory-level course in a particular subject at college."~~³ ~~AP, IB, and Cambridge A Level and AS Level examinations.~~

It is therefore in the best interest of North Carolina's students that the University of North Carolina's (UNC) System constituent institutions award undergraduate credit on the basis of ~~AP exam~~ Advanced Course examination scores in a uniform manner, and that potential students and their families receive clear and consistent information regarding this awarding of undergraduate credit. Furthermore, it is in the best interest of students and the state that UNC System undergraduate students who prove that they have completed college-level work via ~~a national exam receive one of these state-supported Advanced Course examinations receive~~ credit so that ~~those students they~~ might complete a degree in a more timely manner.

Accordingly, the constituent institutions shall adopt policies governing the awarding of undergraduate credit on the basis of ~~AP exam~~ Advanced Course examination scores not inconsistent with this policy.

II. Awarding Credit for Advanced ~~Placement Exam~~ Course Examination Scores. UNC System constituent institutions shall award appropriate credit to undergraduates who have earned a ~~score of three or higher on one or more AP exams~~ Qualified Advanced Course Examination Score, as defined in the Regulation on Awarding Undergraduate Credit on the Basis of Advanced ~~Placement Exam~~ Course Examination Scores, Section 700.10.1[R] of the UNC Policy Manual. ~~An institution with compelling reasons as~~ Any exceptions to why a score other than three this policy must be required for a student to receive appropriate credit may petition to have an exception approved by its ~~the institution's~~ board of trustees.

³ See "About AP Scores" from the College Board, the organization that develops and administers AP courses and exams (with substantial input from high school and university faculty across the United States), at <https://apcentral.collegeboard.org/scores/about-ap-scores/>, retrieved on June 21, 2018.

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~~Compelling reasons must be based on analyses of academic outcomes as~~ in accordance with the guidance described in Section 700.10.1[R] of the UNC Policy Manual.

III. Report on Exceptions Granted. An institution must report any exceptions granted by its board of trustees, and the reasons and evidence for those exceptions, to the president ~~by July 1, 2019, and annually thereafter. The president shall report a summary of these exceptions to the Board of Governors on an annual basis~~ annually no later than July 1.

IV. Relationship to Other Credit Programs. The purpose of this policy is to provide a standard minimum consideration of college credit for Advanced Courses, as defined by G.S. 115C-174.26. This policy ~~does not preclude UNC System constituent institutions from electing to award additional college credit for other scores on the AP, IB, Cambridge A-Level, or Cambridge AS-Level exams, or for acceptable performance in other programs as identified by the constituent institution.~~

V. Other Matters

A. Effective Date. The requirements of this policy ~~with regard to AP examinations~~ shall be effective as of the 2019-20 academic year and thereafter; ~~the requirements of this policy with regard to IB and Cambridge AS-Level and A-Level examinations shall be effective as of the 2020-21 academic year and thereafter. Requirements~~ are stipulated further in Section 700.10.1[R] of the UNC Policy Manual.

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

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

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**Regulation on Awarding Undergraduate Credit on the
Basis of Advanced Placement Course Examination Scores**

I. Purpose. The following regulation (“this regulation”) is designed to provide system-wide consistency and clarity regarding implementation of the Policy on Awarding Undergraduate Credit on the Basis of Advanced Placement Course Examination Scores (“the policy”), Section 700.10.1 of the UNC Policy Manual.

Among the goals of the policy and this regulation are to enable improvements to student progression and completion according to student readiness, while avoiding awarding credit for material that a student has not mastered or placing a student into a course for which she or he is not prepared.

Faculty representing individual relevant academic departments should be engaged in institutional decisions for the implementation of the policy and this regulation, to ensure that decisions are informed by the standards of applicable disciplines. Another benefit of faculty involvement in the implementation of the policy and this regulation will be to ensure that implementation is in alignment with the accrediting standards of the Commission on Colleges of the Southern Association of Colleges and Schools Commission on Colleges and of accrediting bodies for specific disciplines and professions.

II. Definitions. The following operational definitions apply to the policy and this regulation:

A. “Academic Outcomes.” Results of a student’s performance in the course aligned with the subject content of the Advanced Placement (AP), International Baccalaureate, or Cambridge Advanced International Certificate AS Level or A Level eExamination scores in question or in the Subsequent Course.

B. “Appropriate Credit.” A determined number of credit hours granted for a particular course or courses, aligned with the subject content and Academic Outcomes of the AP, IB, or Cambridge AS Level or A Level eExamination score in question.

1. After achieving a Qualified AP-Advanced Course Examination Score, a student shall be awarded specified credit hours associated with an institution’s course(s) that is/are aligned with the subject content of the relevant Advanced CourseAP eExamination score.

2. In general, equivalents for Appropriate Credit for particular course(s) in a constituent institution’s course catalog (and/or other sources of information for students and potential students) shall be listed for Qualified Advanced CourseAP eExamination scores of three and above. The particular course(s) shall be listed as equivalent to a particular number of credit hours. These particular course(s) and credit hours shall contribute to a student’s progress toward an undergraduate degree.

C. “Compelling Reasons.” Rationales of sufficient evidentiary quality, based on Academic Outcomes, as to why scores higher than three—the established Qualified Advanced Course Examination Score might be required of an institution’s students (if those students are to receive

Appropriate Credit), submitted to an institution's board of trustees in support of an institution's petition for an exception to the policy; or rationales of sufficient evidentiary quality as to why a constituent institution might discontinue awarding Appropriate Credit on the basis of ~~scores for an AP Exam~~ Qualified Advanced Course Examination Score.

~~D.~~ “Qualified AP Advanced Course Examination Score.” ~~A score of three or higher on an AP Exam. Unless a constituent institution has been granted an exception whereby the institution may require a higher score higher than three may be required, the following shall constitute the minimum score required to receive college credit:-~~

1. A score of three or higher on an AP examination;
2. A score of five or higher on a Standard Level IB examination;
3. A score of four or higher on a Higher Level IB examination; and/or
4. A score of C or higher on a Cambridge A Level or AS Level examination

~~D.E.~~ “Quantitative Study.” A rigorous analysis based on reliable, numerical data regarding Academic Outcomes.

~~E.F.~~ “Subsequent Course.” A course in which a student would be unable to enroll without first obtaining credit in a prerequisite course.

III. Affected Students. The requirements of this policy and regulation regarding AP examination scores shall affect first-time (or “freshman”) undergraduate students entering constituent institutions for the fall semester of the 2019-20 academic year and thereafter. Other undergraduate students (including but not limited to transfer students, readmitted students, and upperclassmen) may benefit from the requirements of the policy and this regulation by electing into all standards documented in an institution's catalog (and/or other sources of information for students and potential students) for the 2019-20 academic year or thereafter.

The requirements of this policy and regulation regarding IB and Cambridge AS Level and A Level examination scores shall affect first-time (or “freshman”) undergraduate students entering constituent institutions for the fall semester of the 2020-21 academic year and thereafter. Other undergraduate students (including but not limited to transfer students, readmitted students, and upperclassmen) may benefit from the requirements of the policy and this regulation by electing into all standards documented in an institution's catalog (and/or other sources of information for student and potential students) for the 2020-21 academic year or thereafter.

~~III.~~ IV. Awarding Appropriate Credit. UNC System constituent institutions shall award Appropriate Credit to undergraduates who have earned a ~~score of three or higher on one or more AP Exams~~ Qualified Advanced Course Examination Score. An institution with Compelling Reasons as to why a score higher than three must be required for a student to receive Appropriate Credit may petition to have an exception approved by its board of trustees. Compelling Reasons must be based on analyses of Academic Outcomes.

Constituent institutions should not deny Appropriate Credit to students on the basis of the age of ~~AP Exam scores~~ Advanced Course Examination Scores that are ten years old or newer, although constituent institutions may request that a student submit a newer ~~AP Exam~~ score in the event that an older score reflects course content or testing design for an ~~AP Exam~~ that subsequently has been revised in a significant manner.

~~Constituent institutions are not required to modify existing AP standards that apply to AP scores lower than three.~~

Constituent institutions are not required to offer Appropriate Credit for every AP, IB, Cambridge A Level, or Cambridge AS Level ~~e~~Exam offered ~~by the College Board~~; but, if an institution does offer credit for a particular AP Exam, it must offer Appropriate Credit in compliance with the policy and this regulation. If an institution elects to discontinue the awarding of credit for an AP Exam for which credit is awarded during the 2018-19 academic year, however, approval must first be provided by the institution's board of trustees.

A. An institution may offer Appropriate Credit that varies by different scores for the same AP Exam. ~~That is~~For example, an institution may offer a specified number of credit hours for a course or courses for students who earn an AP Exam score of three, and may offer credit hours for different courses for AP Exam scores higher than three.

B. Constituent institutions may award Appropriate Credit (on the basis of Qualified AP Advanced Course Examination Scores) for elective courses, credits toward General Education requirements, or the requirements of a potential major. Appropriate Credit awarded for any elective courses should contribute to students' progress toward an undergraduate degree.

~~B.C.~~ Constituent Institutions are not required to modify existing standards that apply to scores lower than those defined as Qualified Advanced Course Examination Scores.

IV.V. Policy Exceptions

A. Evidence in support of an institution's Compelling Reasons for an exception to the policy shall be supported by the most recently available and practicable data on Academic Outcomes of that constituent institution's own students, from the undergraduate discipline most analogous or relevant to the content area of the AP-Advanced Course Examination in question, except as outlined below.

B. In general, evidence for a Compelling Reason should address whether or not students who earn a Qualified AP-Advanced Course Examination Score are prepared to succeed in the Subsequent Course within the relevant discipline. For example, constituent institutions may demonstrate that students who earn a Qualified AP-Advanced Course Examination Score would perform significantly better, according to one or more Academic Outcomes, if those students were required to take the equivalent course for the AP-Advanced Course Examination Score at the constituent institution, versus if those students were given credit for said course solely on the basis of the Qualified AP-Advanced Course Examination Score.

To generate this sort of evidence, institutions should endeavor to compare the Academic Outcomes of their enrolled students through Quantitative Study at a conventional level of statistical significance.

Evidence in support of an institution's Compelling Reasons for an exception to the policy may be supported by data on the Academic Outcomes of another institution's (or other institutions') students if the following conditions are met:

1. Data on Academic Outcomes available are as recent as possible and practicable, from the undergraduate discipline most analogous or relevant to the content area of the [AP Exam Advanced Course Examination](#) in question; and
2. The other institution(s) for comparison is/are limited to those peer institutions approved by the Board of Governors.

~~V~~.VI. Student Choice Regarding Undergraduate Credit on the Basis of [AP Advanced Course Examination](#) Scores. Although an institution is required by the policy to offer Appropriate Credit, a student may decline to accept the offered credit, audit the course aligned with the [AP Advanced Course Examination](#) in question, or enroll in the course aligned with the [AP Advanced Course Examination](#) in question, depending on institutional practice.

A. Whenever possible, institutional academic advisors should inform eligible undergraduates of the above-described options available to them under the policy and this regulation, along with the potential benefits and disadvantages of those options.

B. Institutions may choose to complement advice from academic advisors with a standardized communication to incoming students regarding [AP Advanced Course Examination](#) standards and the potential benefits and disadvantages of the above-mentioned options.

~~VI~~.VII. Prohibition Against Additional Requirements for Awarding Undergraduate Credit on the Basis of Scores for an [AP Advanced Course Examination](#). A constituent institution shall not require a student to fulfill additional requirements in order to receive credit on the basis of Qualified [AP Advanced Course Examination](#) Scores. A placement test or other assessment may be required, however, to determine Subsequent Courses for which a student is prepared.

~~VII~~.VIII. Prohibition Against Discontinuance of Awarding Undergraduate Credit on the Basis of Scores for an AP Exam. Any institutional policy or practice of awarding credit on the basis of scores for any [AP Advanced Course Examination](#) in place prior to the implementation of the policy (during the 2018-19 academic year) shall not be discontinued thereafter without approval of the institution's board of trustees.

~~VIII~~.IX. Documenting and Communicating Institutional [AP Advanced Course Examination](#) Standards to Undergraduate Students and Potential Undergraduate Students. Institutional [AP Advanced Course Examination](#) standards, devised to comply with this policy and regulation, shall be documented and updated annually in institutional course catalogs, undergraduate student handbooks, and/or online resources for undergraduate students. Institutional [AP Advanced Course Examination](#) standards shall likewise be documented and updated annually in online and/or printed resources for potential undergraduate students. Constituent institutions should likewise publicize their own policies or practices regarding [AP Advanced Course Examination](#) scores that may or may not be accepted on the basis of the age of those scores.

~~IX~~.X. Reporting Requirements. Initial reports regarding exceptions to the policy and/or discontinuances of awarding Appropriate Credit on the basis of Qualified [AP Advanced Course Examination](#) Scores, granted by institutional boards of trustees, shall be reported to the president by July 1, 2019. Subsequent reports of exceptions, discontinuances, and/or other alterations relative to this policy shall be reported to the president annually by July 1. Reports to the president shall include full documentation of Compelling Reasons considered by boards of trustees, along with documentation of the board's approval, for each exception granted.

XI. Assessment of the Policy and this Regulation's Effectiveness. The effects of the policy and this regulation, at the level of the UNC System and across its constituent institutions, shall be assessed by the UNC System Office ~~every three years~~ within three years of implementation, and then on a period basis. Recommendations for altering the policy and this regulation shall be made accordingly to the president (for this regulation) or Board of Governors (for the policy), on the basis of appropriate evidence.

XII. Other Matters

- A. Effective Date. The requirements of the policy and this regulation shall be effective as of the fall semester of the 2019-20 academic year and thereafter.
- B. Relation to Federal and State Laws. 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 related to the subject matter of this regulation.

AGENDA ITEM

A-8. Licensure Program Approvals.....Daniel Harrison

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

Background: The University of Southern California (OPEID 132800), a current licensee, has applied to offer a Doctorate of Physical Therapy.

Northcentral University (OPEID 03813300), a current licensee, has applied to offer a Master of Science in Child and Adolescent Developmental Psychology, Master of Science in Educational Psychology, Master of Science in Forensic Psychology, Master of Science in Health Psychology, Master of Science in Industrial and Organizational Psychology, Master of Social Work, and a Doctor of Marriage and Family Therapy.

United States University (OPEID 04005300), a current licensee, has applied to offer a Master of Science in Nursing – Nurse Educator and a Master of Science in Nursing – Health Care Leadership.

The Chicago School of Professional Psychology (OPEID 02155300), a first-time applicant for licensure, has applied to offer a Master of Science in Applied Behavioral Analysis, a Master of Arts in Clinical Mental Health Counseling, a Master of Arts in Forensic Psychology, a Ph.D. in Applied Behavioral Analysis, and a post-graduate certificate in Applied Behavioral Analysis.

One institution, which does not operate in a SARA-eligible jurisdiction, seeks a limited license to conduct clinical rotations for a single student in North Carolina.

After appropriate review of the license applications, the UNC System recommends approval of the applications for licensure for these institutions.

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

Action:

STAFF REPORT AND RECOMMENDATION FOR THE UNIVERSITY OF SOUTHERN CALIFORNIA

Background

The University of Southern California (USC), an existing licensee in good standing, seeks approval to offer a Doctorate of Physical Therapy in North Carolina. USC seeks to offer clinical placements for these programs and has no current plans to establish a brick-and-mortar presence in the state. USC is regionally accredited by the Western Association of Schools and Colleges.

Doctor of Physical Therapy

Staff Recommendation: Approval

Program Site: Various clinical sites in NC

Projected start date: Upon Licensure

Projected enrollment: 5-10

USC's hybrid DPT program is in its second year and is programmatically accredited by the Commission on Accreditation of Physical Therapy Education of the American Physical Therapy Association. The reviewer for this program found no instances of noncompliance with the standards and praised both the program's curriculum design and the qualifications of the faculty.

Institutional Metrics and Consumer Protection Information

Metric			
8-year outcomes ⁱ	Graduated	92%	
	Transferred Out	5%	
	Withdrew	3%	
Employment Placement Rate ⁱⁱ		Does not report – not required by accreditor	
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest) ⁱⁱⁱ	2017	2016	2015
	3.0	3.0	2.8
Three-year cohort default rate ^{iv}	Class of 2015	Class of 2014	Class of 2013
	1.8	2.0	1.7

State authorization staff did not receive any complaints regarding USC in the 2018-2019 academic year.

Recommendation

License USC to offer a Doctor of Physical Therapy.

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

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

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

^{iv} Three-year cohort default rate ("CDR") is the percentage of graduates who borrowed federal loans and who defaulted on those loans within three years of graduating. For example, a CDR for a cohort graduating in 2015 can be calculated three years later, in 2018.

STAFF REPORT AND RECOMMENDATION FOR NORTHCENTRAL UNIVERSITY

Background

Northcentral University (Northcentral), located in Scottsdale, Arizona, is an existing licensee in good standing. Northcentral seeks to expand program offerings in North Carolina to include a Master of Science in Child and Adolescent Developmental Psychology, Master of Science in Educational Psychology, Master of Science in Forensic Psychology, Master of Science in Health Psychology, Master of Science in Industrial and Organizational Psychology, Master of Social Work, and a Doctor of Marriage and Family Therapy. Northcentral anticipates its students only performing clinical rotations and externships for these programs, and the university does not have any current plans to establish a brick-and-mortar presence in North Carolina.

Because this application would represent a major expansion of Northcentral's programmatic offerings in North Carolina, staff and a team of examiners performed a review of both programmatic standards and institution-wide standards. Staff and some of the examiners also conducted a site visit on February 13, 2019.

Institution-wide standards

Staff and the team of examiners made fifteen institution-wide findings, which required Northcentral's response. The findings included requiring disclosures to students and prospective students, assurances that student/faculty interaction could be monitored in courses delivered online, ensuring that Northcentral employed adequate procedures to identify appropriate clinical sites in the state, and ensuring that Northcentral's online library met statutory standards. Northcentral adequately responded to each finding.

The process also included a determination of whether Northcentral met the requirement that an institution demonstrate a likelihood that it will remain financially solvent for 150% of the projected completion time for its longest program. Northcentral underwent a restructuring, including a conversion from a for-profit to a non-profit corporation, in 2019. The team's subject matter expert reviewed three years of audited financial statements, revenue projections, and other documents, and ultimately opined that Northcentral would be able to do so.

Master of Science in Child and Adolescent Developmental Psychology, Master of Science in Health Psychology, Master of Science in Industrial Organizational Psychology, Master of Science in Educational Psychology, and Master of Science in Forensic Psychology

Staff Recommendation: Approval
Program Site: Various clinical sites
Projected start date: Upon licensure
Projected enrollment: 10-15 per program

The subject matter expert for these programs made findings which included questions regarding the course syllabi, disclosure to students and prospective students that the programs are not designed to lead and do not lead to professional licensure, procedures for identifying appropriate clinical sites in North Carolina, and faculty qualifications. Northcentral adequately responded to each finding.

Master of Social Work

Staff Recommendation: Approval
Program Site: Various clinical sites
Projected start date: Upon licensure
Projected enrollment: 10-15

The findings for this program included mandating that Northcentral disclose to prospective North Carolina students that the program is in programmatic accreditation pre-candidacy status, that the program more fully develop and describe internal program evaluation procedures, and that the program develop a *Practicum Handbook* formalizing and disclosing student procedures which will be used in North Carolina. Northcentral adequately responded to each finding.

Doctor of Marriage and Family Therapy

Staff Recommendation: Approval
Program Site: Various clinical sites
Projected start date: Upon licensure
Projected enrollment: 10-15

The findings for this program included revisions to course syllabi and that Northcentral more clearly define what the type of employment the program's graduates are qualified to pursue and differentiate the program from programs leading to professional licensure. Northcentral adequately responded to the findings.

Institutional Metrics and Consumer Protection Information

Metric			
8-year outcomes ⁱ	Graduated	40%	
	Transferred Out	20%	
	Withdrew	40%	
Employment Placement Rate ⁱⁱ		Does not report – not required by accreditor	
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest) ⁱⁱⁱ	2017	2016	2015
	0.2	0.2	0.2
Three-year cohort default rate ^{iv}	Class of 2015	Class of 2014	Class of 2013
	5.3	5.6	4.5

State authorization staff did not receive any complaints regarding Northcentral in the 2018-2019 academic year.

Recommendation

License Northcentral University to offer a Master of Science in Child and Adolescent Developmental Psychology, Master of Science in Educational Psychology, Master of Science in Forensic Psychology, Master of Science in Health Psychology, Master of Science in Industrial and Organizational Psychology, Master of Social Work, and a Doctor of Marriage and Family Therapy in North Carolina.

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

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

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

^{iv} Three-year cohort default rate ("CDR") is the percentage of graduates who borrowed federal loans and who defaulted on those loans within three years of graduating. For example, a CDR for a cohort graduating in 2015 can be calculated three years later, in 2018.

STAFF REPORT AND RECOMMENDATION FOR UNITED STATES UNIVERSITY

Background

United States University (USU), located in San Diego, California, an existing licensee in good standing, seeks approval to offer a Master of Science in Nursing – Nurse Educator and a Master of Science in Nursing – Health Care Leadership in North Carolina. USU seeks to offer clinical placements for these programs and has no current plans to establish a brick-and-mortar presence in the state. USU is regionally accredited by the Western Association of Schools and Colleges.

MSN – Nurse Educator and MSN – Health Care Leadership

Staff Recommendation: Approval

Program Site: Various clinical sites in NC

Projected start date: 2020

Projected enrollment: 5 per program

Staff and a team of examiners conducted a review of USU's application and visited on-site with USU faculty, staff, and students on November 15, 2018. The visit yielded a report that contained a number of findings, including 26 for which responses from USU were mandatory. USU thoroughly responded to the report, including making major curricular changes to these two programs. Staff believes that USU's responses show that it will operate in compliance with the Rules and Standards. These programs are part of a larger application from USU; the Board of Governors approved the other programs within that application in May 2019.

Institutional Metrics and Consumer Protection Information

Metric			
8-year outcomes ⁱ	Graduated	49%	
	Transferred Out	7%	
	Withdrew	44%	
Employment Placement Rate ⁱⁱ		Does not report – not required by accreditor	
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest) ⁱⁱⁱ	2017	2016	2015
	1.7	1.5	1.8
Three-year cohort default rate ^{iv}	Class of 2015	Class of 2014	Class of 2013
	11.4	9.6	3.5

State authorization staff did not receive any complaints regarding USU in the 2018-2019 academic year.

Recommendation

License USU to offer the MSN – Nurse Educator and the MSN – Health Care Leadership.

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

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

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

^{iv} Three-year cohort default rate ("CDR") is the percentage of graduates who borrowed federal loans and who defaulted on those loans within three years of graduating. For example, a CDR for a cohort graduating in 2015 can be calculated three years later, in 2018.

**STAFF REPORT AND RECOMMENDATION FOR
THE CHICAGO SCHOOL OF PROFESSIONAL PSYCHOLOGY**

Background

The Chicago School of Professional Psychology (The Chicago School), located in Los Angeles, California, is a first-time applicant for licensure. The institution is non-profit and regionally accredited by the Western Association of Schools and Colleges. The Chicago School seeks licensure for a Master of Science in Applied Behavioral Analysis, a Master of Arts in Clinical Mental Health Counseling, a Master of Arts in Forensic Psychology, a Ph.D. in Applied Behavioral Analysis, and a post-graduate certificate in Applied Behavioral Analysis. The Chicago School anticipates that its students will only perform clinical rotations and externships for these programs, and the institution does not have any current plans to establish a brick-and-mortar presence in North Carolina. Staff and a team of examiners conducted a site visit on May 14, 2019.

Master of Science in Applied Behavioral Analysis, a Master of Arts in Clinical Mental Health Counseling, a Master of Arts in Forensic Psychology, Ph.D. in Applied Behavioral Analysis, and post-graduate certificate in Applied Behavioral Analysis

Staff Recommendation: Approval

Program Site: Various clinical sites

Projected start date: Upon licensure

Projected enrollment: 5-10 per program

Staff and the team of examiners made nine findings that required a response from the institution. The findings focused on ensuring that North Carolina students understood that the Master of Arts in Forensic Psychology program is not designed to lead to professional licensure in North Carolina and does not do so. The findings also required student disclosures in the institution's catalog, ensuring that the institution's refund policies are consistent with North Carolina requirements, and that The Chicago School ensure that North Carolina student records may be transferred to the state archives if the school ever ceases operations in the state.

Institutional Metrics and Consumer Protection Information

Metric			
8-year outcomes ⁱ	Graduated	Data not available	
	Transferred Out		
	Withdrew		
Employment Placement Rate		The school reports a 100% placement rate based on alumni surveys.	
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest) ⁱⁱ	2017	2016	2015
	3.0	3.0	3.0
Three-year cohort default rate ⁱⁱⁱ	Class of 2015	Class of 2014	Class of 2013
	4.4	3.4	2.5

State authorization staff did not receive any complaints regarding The Chicago School in the 2018-2019 academic year. Staff conducted a nationwide search of complaints filed in the last year against The Chicago School through the Federal Trade Commission's Consumer SENTINEL database. The search did not reveal

complaints of a volume or nature that would reasonably call into question the institution's integrity.

Recommendation

License The Chicago School to offer Master of Science in Applied Behavioral Analysis, a Master of Arts in Clinical Mental Health Counseling, a Master of Arts in Forensic Psychology, a Ph.D. in Applied Behavioral Analysis, and a post-graduate certificate in Applied Behavioral Analysis in North Carolina.

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

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

ⁱⁱⁱ Three-year cohort default rate ("CDR") is the percentage of graduates who borrowed federal loans and who defaulted on those loans within three years of graduating. For example, a CDR for a cohort graduating in 2015 can be calculated three years later, in 2018.

Requests for Limited Licenses

The following institution, located in a jurisdiction that is not a member of the National Council for State Authorization Reciprocity Agreements, seeks limited licensure to conduct postsecondary activity for a limited period of time.

Loma Linda University, a private, regionally accredited non-profit institution located in Loma Linda, California, seeks limited licensure to allow one student to participate in a clinical rotation. The clinical rotation will occur in Charlotte. Staff recommends issuing a limited license to the institution allowing its student to conduct the clinical rotation, with the license expiring on May 31, 2020.

AGENDA ITEM

A-9. Online Program Strategy and Digital Learning Initiatives Kimberly van Noort

- Situation:** In this session, the Committee will hear a presentation from Susan Cates, CEO of the Association of College and University Educators and former executive director of MBA@UNC, and Carol Lewis, executive director of the UNC Center for Health Innovation. The presentation summarizes their review of current online program offerings across the UNC System, the opportunities for expansion of online programs, and recommendations. In addition, an update on continuing activity in digital learning and the work of the System Office Faculty Fellows will be provided by Jim Ptaszynski.
- Background:** Over the past two years, the UNC System Office has worked with experts to identify opportunities to expand the System's digital learning efforts so as to promote access, success, and affordability. The latest set of recommendations for online programs, included in full in the Board materials, identify four main goals, associated strategies, and reforms to administrative and policy barriers that stand in the way of achieving those goals. The resulting plan focuses on increasing access to online programs by improving capabilities to deliver rigorous online course content.
- Assessment:** This plan focuses on achieving four high-level goals and includes recommendations designed to increase individual university capabilities, remove obstacles to the creation and growth of online programs, supplement resources available to institutions, coordinate efforts across the universities, and identify and support online program development targeted at employer needs. While the overall Digital Learning Plan is still being created, there is positive momentum in a number of important areas.
- Action:** This item is for information only.

UNC System Online Program Strategy:

Strategic Recommendations for Online Programs

EXECUTIVE SUMMARY

Digital learning efforts by the UNC System have focused primarily on support for institutional development and delivery of hybrid programs, online courses, and blended courses – all offered to students who are primarily served by residential degree programs. Investment in and support for these efforts across System institutions remain critical to achieve System goals related to access and timely completion of degree programs among both traditional and nontraditional students. ***To date, however, there have been no goal-driven policies or activities at the UNC System level that have strategically focused on supporting the expansion of fully online programs.*** Our recommendations focus primarily on fully online programs to target growth and capitalize on opportunities that are not being sufficiently addressed across the System.

The Tyton Partners' work in 2018 identified a number of key issues and areas for improvement for the UNC System in serving the needs of North Carolina learners and employers. Of particular note:

1. There are 4.8 million underserved learners in North Carolina, defined as adults under age 55 without an undergraduate degree.
2. A large number of North Carolina residents enrolled in fully online programs – 62,000 – are enrolled in institutions that are based outside of North Carolina.
3. The UNC System serves a small number of fully online students – only 28K, or 12% of students in the System as of fall 2018 - by comparison to the proportion served by other systems with more robust online offerings.
4. Most of these fully online students are traditional students between the ages of 18 and 24 years old.
5. The UNC System serves a relatively small number of adult students over the age of 25, who make up only 14% of undergraduate enrollment (2016) compared to other public institutions or systems with more robust online offerings.

We would argue that the primary drivers underlying this apparent disconnect between demand and online enrollment in the UNC System are program structure and policies designed specifically for working adults, and investment in marketing and student enrollment processes.

The creation of a new institution is a tempting idea, in that it allows for a blank page and the opportunity to build systems, staff, and processes from the ground up to serve the learners that are not being adequately served today in the System. However, this option has a number of obstacles that, taken together, lead us to recommend strongly against pursuing this option (see Appendix B for additional details).

1. The resources needed to build such an institution are almost certainly meaningfully understated, even with a \$100 million estimate.
2. Creating an entirely new brand to provide mass access without damaging the existing institutional brands would be challenging.
3. The set of institutions put forward to make the case for dramatic growth are not actually comparable institutions.
4. The UNC System Office and governance structure was built as a coordination and oversight function.
5. If one accepts the concept that all institutions will need to have robust online offerings to survive in a future landscape, this centralized approach to new programs could significantly hamstring our existing institutions' ability to grow an area that is crucial to their long-term success.

UNC System universities are successfully investing in and growing online learning, albeit at different rates and with different approaches, and are poised for growth. All of the provosts we interviewed expressed a commitment to online learning as an important part of their institutions' strategic plans, with many identifying common themes and some overlap in priorities and programs. Many high-quality, fully online courses and programs with growth potential already exist, but they lack strong marketing and user-friendly student enrollment processes, thereby inhibiting ease of access and limiting enrollment. As of fall 2018, UNC System institutions reported ***fully online offerings of over 200 graduate programs, over 130 certificate level programs, and over 80 undergraduate degree and degree completion programs.*** More than 11,000 fully online students are enrolled in undergraduate programs with meaningful opportunities to expand.

A number of institutions have meaningful infrastructure and leaders experienced in running online programs supporting local development and delivery, making them attractive partners for growth. Modest startup funding for new online programs has supported slow growth, but changes to enrollment funding in arrears will hamper institutions' ability to invest. Expertise in marketing and business development were identified as gaps that would best be filled centrally in partnership with the System Office. *A common list of barriers to growing online learning was observed, primarily related to inflexible policies, operational processes and IT systems designed for traditional learning, limited funding/resources, and a lack of a system-wide approach.* It is notable that many of the policy barriers can be addressed at *minimal expense and without legislative change.*

We recommend four goals to guide our online program strategy across the System. With inherent tension among some of these aims, attempting to serve all goals with one strategy will not produce success. Note that all programs would be offered by System institutions.

Goals	Strategies	Economics
1. Accelerate enrollment growth in high-quality, cost-effective fully online programs across System institutions	Build infrastructure, supportive policies, and new competencies, and offer an attractive alternative to use of online program management companies (OPMs)	Table stakes: Investment needed to address barriers to growth for existing programs
2. Serve underserved North Carolina learners, including military and adult learners (>25)	Grow fully online undergraduate and degree completion programs for adult learners at System institutions. <ul style="list-style-type: none"> - Enhance and market existing System institutions' programs (early years) - Create one to three new programs per year offered by System institutions (later) 	Mission-aligned: Consistent with current tuition and appropriation approach
3. Enhance talent pipeline for North Carolina industry by aligning online programs with job opportunities	Grow and expand fully online undergraduate, graduate and/or certificate programs for adult learners that meet the needs of specific North Carolina industry/military partners. <ul style="list-style-type: none"> - Create one to three new programs per year offered by System institutions 	Economic competitiveness: Potential for lower marketing costs, higher enrollments and modest new additional revenue opportunities
4. Generate financial resources to support System initiatives	Grow fully online undergraduate (limited), graduate and/or certificate programs offered by System institutions with significant market demand, in and out of state, with the opportunity for return above costs. <ul style="list-style-type: none"> - Create one to three new programs per year offered by System Institutions 	Venture investing: Ability to capture differentiated tuition for high demand, high return programs could generate resources for reinvestment

These strategies address current gaps and opportunities with two key principles in mind:

- *The UNC System should pursue online learning opportunities that leverage UNC System strengths and align with UNC's mission.*
- *The System Office role should be to remove obstacles, supplement resources, coordinate efforts across universities, and identify and support online program development for unmet market needs.*

The following approaches support achievement of the goals and strategies:

Goal #1: Accelerate enrollment growth in high-quality, cost-effective fully online programs across the System

Strategy: Build infrastructure, supportive policies, and new competencies, and offer an attractive alternative to use of OPMs

Approach	Investment Required
1. Prioritize growth of high-quality online programs as part of the UNC System Strategic Plan	None
2. Remove administrative and policy barriers to online program development and growth (see Appendix B for specific recommendations)	System Office staff time
3. Provide framework of best practices for online programs that are oriented towards working professionals	System Office staff time and convening expenses to validate, distribute and reinforce in various audiences
4. Enhance centralized resources <u>with a specific focus on supporting fully online programs</u> , potentially including faculty development, project management and a centrally negotiated marketing contract	Variable based on number of programs and desired approach; proposed budget of \$2M - \$5M annually
5. Enhance UNC Online platform and market as a front door to System programs	\$1 million annually after an initial preparatory year of \$250K-\$500K
6. Enhance opportunity to coordinate efforts across System universities	Enhanced staff support at the System level and institution level

Goal #2: Serve underserved North Carolinian learners, including military and adult learners (>25)

Strategy: Grow fully online undergraduate degree and degree completion programs for adult learners offered by System institutions; enhance and market existing programs (early years); create one to three new programs per year (later).

Approach	Investment Required
1. Offer planning money/launch fund for enhancement of existing programs and development of new programs offered by System institutions to expand availability of and ease of access to fully online degree completion and bachelor's level programs	Propose \$2 million - \$5 million annually for Goal #2 and #3 (see below), depending on the number of programs feasible for the System to support. It is expected these programs would continue to draw annual appropriations for the difference between tuition and requirements.
2. Coordination with the community college system is advised	No

Goal #3: Enhance talent pipeline for North Carolina industry by aligning online programs with job opportunities

Strategy: Grow fully online undergraduate, graduate and/or certificate programs offered by System institutions for adult learners that meet the needs of specific North Carolina industry/military partners; Create one to three new programs per year

Approach	Investment Required
1. Create centralized business development competency to develop industry and military partnerships	\$1-\$1.5 million annually after year-one investment of \$500K. Wholesale partnerships should require lower marketing and enrollment costs which will offset the incremental investment.
2. Explore investments from corporate partners to develop new or modify existing fully online programs offered by System institutions tailored to their workforce development needs	Builds off the investment in Goal #1 and #2 above and provides opportunity for incremental offsetting investment from corporate partners

Goal #4: Generate financial resources to support System initiatives

Strategy: Grow fully online undergraduate (limited), graduate and/or certificate programs offered by System institutions that have evidence of significant market demand, in and out of state, with the opportunity for return on the above costs; create one to three new programs per year. ***Note: this strategy is by far the highest risk and furthest from the role the System has played historically. The market is highly competitive, and success at this strategy would require a new skillset and appetite for risk. Budget numbers are provided for context rather than as a proposed request for budget.***

Approach	Investment Required
1. Offer startup funding for centrally identified programs with significant market demand, in and out of state, with the opportunity for return above costs	\$5-10 million per year to launch one to three programs per year
2. Create a targeted RFP process to invite System institutions to apply for financial support for these strategic programs	System Office staff time
3. Develop a shared revenue model for centrally supported programs to deliver return for System investment and risk-taking upfront, which will create a rotating fund for investment in new programs that generate resources	System Office staff time in discussions with Institutions

To date, none of the recommendations require legislative changes to implement, other than the appropriation of funding.

Summary of Proposed Financial Investment

Proposed Budget	Year 1		Year 2		Year 3	
	Low (\$M)	High (\$M)	Low (\$M)	High (\$M)	Low (\$M)	High (\$M)
Central Support Resources	\$ 1.0	\$ 2.0	\$ 2.2	\$ 5.5	\$ 2.2	\$ 5.5
UNC Online Enhancements	\$ 0.3	\$ 0.5	\$ 0.5	\$ 1.0	\$ 0.5	\$ 1.0
Central Business Development	\$ 0.5	\$ 1.0	\$ 1.0	\$ 1.5	\$ 1.0	\$ 1.5
Total Central Infrastructure	\$ 1.8	\$ 3.5	\$ 3.7	\$ 8.0	\$ 3.7	\$ 8.0
Program Startup for Goals 2 & 3	\$ 1.0	\$ 2.5	\$ 2.0	\$ 5.0	\$ 2.0	\$ 5.0
Grand Total	\$ 2.8	\$ 6.0	\$ 5.7	\$ 13.0	\$ 5.7	\$ 13.0
Additional Option:						
<i>Program Startup for Goal 4</i>	\$ 2.5	\$ 5.0	\$ 5.0	\$ 10.0	\$ 5.0	\$ 10.0

Return on Investment

These investments are expected to produce increased tuition revenues across System institutions as follows:

- Accelerated growth in enrollments and tuition for existing online programs once tailored to the needs of working professionals (Goals # 2 and 3)
- Incremental enrollments and potential upfront investment by corporate partners for customized programs (Goal # 3)
- Incremental margin dollars generated as programs in Goal 4 reach maturity
 - o Projected incremental margin dollars should more than offset the investment for any program approved in this category.
 - o Note that financial characteristics of any programs launched under Goal # 4 must be evaluated individually at the program level, as these results are heavily sensitive to assumptions on enrollment expectations, tuition per credit hour, and investments in marketing and curriculum creation, among others.

Appendix A: Tyton Analysis

Evaluating Tyton Partners Recommendation

The Tyton Partners work identified a number of key issues and areas for improvement for the UNC System in serving the needs of North Carolina learners and employers. Of particular note:

1. There are 4.8 million underserved learners in North Carolina, defined as adults under age 55 without an undergraduate degree.
2. A large number of North Carolina residents enrolled in all fully online programs – 62,000 – are enrolled in institutions that are based outside of North Carolina. (Tyton Executive Summary memo, Tyton Summary Slide 9)
3. The UNC System serves a small number of fully online students across all levels – only 22K, or 8% of students in the System in 2016 - by comparison to the proportion served by other systems with more robust online offerings. (Tyton Kickoff Slide 15)
4. Most of these fully online students are traditional students, aged 18-24 years old. (Tyton Summary Slide 6)
5. The UNC System serves a relatively small number of nontraditional students or working adults, who make up only 14% of undergraduate enrollment (2016) compared to other public institutions or systems with more robust online offerings. (Tyton Kickoff Slide 16)

We would argue that the primary drivers underlying each of these issues fall into two categories: program structure and policy design specifically built for working adults, and investment in marketing and student enrollment processes.

Tyton highlights that 47% of North Carolina residents enrolled in distance programs are enrolled in programs offered by out of state institutions (Tyton Summary Slide 9). However, 8 of the 10 institutions who capture those students are for-profit entities, with two private institutions (Liberty and SNHU) rounding out the list. Why is this relevant?

These institutions operate very differently from traditional, public institutions in multiple ways. Most relevant to their ability to attract large numbers of North Carolina students at prices that are meaningfully higher than tuition rates offered by UNC System institutions are two factors: their high degree of focus on **ease of access** for their students who are largely working adults, and their **investment in marketing and enrollment services**.

- Ease of access for working adults
 - o Short terms, not tied to academic semesters, which allow for more flexible scheduling and improve completion rates
 - o Year-round course offerings
 - o Policies designed with working adults in mind
 - o Multiple starts or program entry points per year
 - o Class times designed around student needs, not faculty preferences
 - o Rapid resolution on financial aid and credit acceptance questions
 - o Dedicated student support for nontraditional students

- Investment in marketing and enrollment services
 - o Significant level of investment in marketing (especially digital marketing) to reach potential students and capture contact information
 - o Speed/responsiveness when interest is expressed
 - o Customer service mentality
 - o Streamlined admissions processes
 - o Ease of enrollment
 - o Integrated student experience – centralized CRM systems

The level of investment in marketing by successful online providers deserves additional emphasis. Southern New Hampshire University invested \$132 million in marketing in 2017 alone. The University of Maryland University College, which already serves 90,000 students, announced a “refresh” of its brand earlier this year at an investment of \$500 million over the next 6 years *in marketing* – half of which will be spent on digital ads. 2U, Inc., a publicly traded OPM company, gives regular guidance to its investors that it goes net negative on cash flow with new programs at a range of \$5-\$10 million *per individual program*.

While the scale of marketing investment would be a challenge for our institutions, improving ease of access is less costly. Those needed improvements would however require the appropriate incentives and institutional leadership, but the benefit to the students and to the state would be meaningful if it resulted in a shift away from enrollment in for-profit institutions towards lower cost programs and lower debt levels for the students, and increased enrollments across the System which could enhance institutional capacity to reinvest in programs.

18th Institution Recommendation – why not?

The creation of a new institution is a tempting idea, in that it allows for a blank page and the opportunity to build systems, staff and processes from the ground up to serve the learners that are not being adequately served today in the System. However, this option has a number of obstacles that taken together would drive us to strongly recommend against this option.

First, the resources needed to build such an institution are almost certainly meaningfully understated, even with a \$100 million estimate. Consider the marketing numbers above, and the comparable of UMUC investing \$500 million in a refresh of an already existing institution, with 90,000 students, many existing programs and a brand readily identified as strong in distance learning. A de novo institution would require substantial investment in administration, staff and faculty just to achieve accreditation. Development and delivery of high-quality programs would likely need a higher level of investment than that proposed by Tyton, given our System focus on quality as compared to the for profit and single institution comparables they used for estimating instruction cost (Tyton Summary Slide 20).

Second, the investment in creating an entirely new brand to provide mass access without damaging the existing institutional brands would be challenging. Tyton notes that only UNC-Chapel Hill and NC State University have meaningful brand reach outside of the state, which suggests that a “UNC Global” name would be intentionally drafting off the UNC-Chapel Hill brand. Doing so while providing access with meaningfully different admissions standards and a different level of investment in the quality of instruction would very likely damage the prestige and appeal of the UNC-Chapel Hill brand.

Third, the comparable institutions provided in the analysis supporting the achievability of growth are not comparable. The Tyton proposition that “transformative growth is achievable via online learning” (Tyton Kickoff slide 13) shows an enticing graph of institutions that achieved 6x-14x enrollment growth over 8-17 years. However, the institutions highlighted are for-profit entities (Capella and Grand Canyon) or single institution private non-profits (Liberty, SNHU and Western Governor’s), all of which have substantially different governance structures and access to capital sources than the UNC System or its institutions, and all of which launched their online growth from an existing infrastructure and residential base. In addition, this growth was achieved during a timeframe where there was substantially less competition among online degree providers; it is less credible to expect the same exponential growth in a much more crowded market. The analysis also ignores the failure of relatively recent attempts by other systems to develop de novo, stand-alone online institutions at scale (e.g., University of Texas system and University of Illinois system efforts), and fails to produce a truly comparable institution that has successfully launched and scaled – although many have been announced.

Fourth, the UNC System Office and governance structure was built as a coordination and oversight function. There is limited expertise in the System Office to build a de novo, market-oriented, fully online institution, and that expertise would be expensive to acquire. Institutionally, it would be an unlikely match to attract entrepreneurial leaders who would be positioned to successfully build such an institution.

Finally, if one accepts the concept that all institutions will need to have robust online offerings to survive in a future landscape, this centralized approach to new programs could significantly hamstring our existing institutions in growing in an area that is crucial to their long-term success.

Appendix B: Recommendations for Administrative and Policy Barriers

Recommendation	Rationale	Authority / Responsibility
Create a comparable (to residential fees) online student fee for students in fully online programs and residential students taking a fully online semester	<ul style="list-style-type: none"> • These students don't pay residential fees • Many comparable institutions have fees for online students • Funds support development of additional online courses and programs 	<ul style="list-style-type: none"> • Board of Governors approval
Allow out-of-state pricing flexibility for students in fully online programs based on "marginal cost" of program	<ul style="list-style-type: none"> • Increase competitiveness of programs 	<ul style="list-style-type: none"> • Legislative change to authorize Board of Governors to exercise full flexibility to set tuition for online programs, regardless of residency • Board of Governors approval for policy changes
Improve ease of access and flexibility (i.e., multiple start dates) for fully online programs throughout the whole administrative process from initial inquiry, prospective student outreach, application, financial aid, acceptance, registration, and drop/add	<ul style="list-style-type: none"> • Required to compete with out of state institutions who are attracting NC adult learners through strong marketing, ease of enrollment and flexibility; note: these NC residents pay higher tuition than they would at UNC institutions 	<ul style="list-style-type: none"> • System Institutions • System Office for some institutions using Banner hosted by System Office
Improve "sharing" of online courses across System <ul style="list-style-type: none"> • Improved articulation for online courses • Sharing of course content and collateral for others to teach • Clear digital pathways for online programs • Align calendars of participating institutions across system <p>Note: supports additional recommendation regarding enhancing UNC Online platform</p>	<ul style="list-style-type: none"> • Accelerate development of online programs by leveraging existing online courses • Increase flexibility in online offerings • Reduce redundancy and cost 	<ul style="list-style-type: none"> • Coordination by System Office with System Institution partnership

Recommendation	Rationale	Authority / Responsibility
<p>Improve tracking of students in fully online programs</p> <ul style="list-style-type: none"> • System-wide definition and identifier in IT systems for fully online, hybrid/residential • Changes to how we track census to account for multiple start dates (annual average?) 	<ul style="list-style-type: none"> • Difficult to measure activity and progress towards goals without data • Students enrolling after census date due to multiple start dates not included in enrollment count 	<ul style="list-style-type: none"> • Coordination by System Office with System Institution partnership
<p>Potentially modify 18% undergraduate out-of-state student cap if growth of fully online programs is being restricted</p>	<ul style="list-style-type: none"> • Currently only 4 universities bump against the out-of-state cap: ECSU (29%), NCA&T (26%), NCCU (25%), UNCCH (18%) • Historically out-of-state demand has been primarily driven by residential learners but this is expected to shift as online programs grow 	<ul style="list-style-type: none"> • Board of Governors approval