



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

January 16, 2020 at 12:30 p.m.
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 December 12, 2019Anna Nelson
- A-2. Academic Affairs UpdateKimberly van Noort
- A-3. UNC System Degree Program Discontinuations – UNCC, UNCG David English
- A-4. Strategic Plan Progress Update.....Andrew Kelly
- A-5. Minimum Admissions Requirements (MAR) Pilot Evaluation Report Bethany Meighen
- A-6. Proposed Revisions to Section 700.1.1 of the UNC Policy Manual.....David English
- A-7. UNC System Peer Institution Study Update David English
- A-8. Licensure Program ApprovalsDaniel Harrison
- A-9. Annual Report on the North Carolina Teaching Fellows Program.....Sara Ulm
- A-10. Adjourn

DRAFT MINUTES

December 12, 2019 at 12:00pm
University of North Carolina System Office
Center for School Leadership Development, Board Room
Chapel Hill, North Carolina

This teleconference meeting of the Committee on Educational Planning, Policies, and Programs was presided over by Chair Anna Nelson. The following committee members, constituting a quorum, were also present by phone: Steven B. Long, N. Leo Daughtry, Mark Holton, Dwight Stone, and Adam Schmidt.

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

Staff members participating included David English and others 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 12:02pm on Thursday, December 12, 2019.

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 November 14, 2019.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the open and closed minutes of November 14, 2019, as distributed.

Motion: Steven B. Long

Motion carried

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

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

- Fayetteville State University** requests the establishment of the following degree program:
- Master of Science in Nursing: Patient Safety and Quality (CIP 51.1699)

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: Mark Holton

Motion carried

North Carolina Central University requests the establishment of the following degree program:

- Master of Education in Special Education, Assistive Technology for Individuals with Visual Impairment (CIP 13.1009)

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

University of North Carolina at Chapel Hill requests the establishment of the following degree program:

- Master of Arts in Asian and Middle Eastern Studies (CIP 05.0103)

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: N. Leo Daughtry

Motion carried

The University of North Carolina at Greensboro requests the establishment of the following degree program:

- Master of Science in Sustainability and Environment (CIP 03.0103)

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: Mark Holton

Motion carried

Western Carolina University requests the establishment of the following degree program:

- Master of Science in Outdoor and Experiential Education (CIP 31.0601)

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: Mark Holton

Motion carried

3. UNC System Degree Program Discontinuation (Item A-3)

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

Winston-Salem State University requests the discontinuation of the following degree program:

— Bachelor of Arts in Public Administration (CIP 44.0401)

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

Motion: Steven B. Long

Motion carried

There being no further business, the meeting adjourned at 12:32 p.m.

N. Leo Daughtry, Secretary



AGENDA ITEM

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

- Situation:** The committee will hear an update on recent activities involving academic affairs.
- Background:** With the fall semester completed and the academic year halfway complete, institutions are fully immersed in their annual operations.
- Assessment:** Information will be provided to the committee on recent updates in Academic Affairs at the UNC System Office and across the seventeen institutions.
- Action:** This item is for information only.



AGENDA ITEM

A-3. UNC System Degree Program Discontinuations – UNCC, UNCG..... David English

Situation: The University of North Carolina at Charlotte requests discontinuation of the following degree program:

- Master of Arts in Gerontology (CIP 30.1101)

The University of North Carolina at Greensboro requests discontinuation of the following degree program:

- Educational Specialist in Intermediate Recognition (CIP 13.1102)

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 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 Programs**

University of North Carolina at Charlotte – MA in Gerontology – (CIP 30.1101)

The Master of Arts in Gerontology program will be discontinued due to low enrollment. A program-needs assessment conducted by Hanover Research indicated low industry demand for master's-level gerontology graduates. The core content from the master's program will be offered through the existing certificate program for full-time and part-time students seeking additional gerontology-related courses.

All current students in the MA in Gerontology program are required to complete an advising teach-out plan for their program, indicating the courses needed to graduate, specific timeline to complete these courses, and semester of graduation.

No faculty or staff members will be reassigned due to the discontinuation of the program.

The University of North Carolina at Greensboro – EdS in Intermediate Recognition – (CIP 13.1102)

The Educational Specialist in Intermediate Recognition program, a counseling degree, will be discontinued because it does not meet a compelling need beyond the existing Master of Science in Counseling (CIP: 13.1102). The EdS degree has only been offered in combination with the MS, for a total of 72 credit hours. However, fewer than 30 credit hours are used for EdS courses, which does not justify its listing as an individual graduate degree.

Students currently in the second year of the program will complete the requirements within the academic year. No new students are being enrolled.

No faculty or staff members will be reassigned due to discontinuation of the program. The existing courses will be available as options for the master's degree.



AGENDA ITEM

A-4. Strategic Plan Progress Update Andrew Kelly

Situation: In 2017, the Board of Governors passed the University of North Carolina System’s Strategic Plan, *Higher Expectations*. The plan outlines robust goals focused on access, affordability, student success, and economic impact across the System.

Background: Approved in January 2017, the Strategic Plan spells out goals and metrics in five key areas: access, affordability and efficiency, student success, economic impact, and excellent and diverse institutions. After the plan was passed, the System Office established performance agreements with each constituent university that outlined institution-specific goals and metrics. In order to track System and university-level progress toward goals, the System Office created public dashboards that went live in spring 2018. Those dashboards are updated annually as new performance data are collected. Data from the 2018-19 school year are now available for review.

Assessment: Strategy and Policy Division will provide an update to the Committee on Educational Planning, Policies, and Program on the latest data, trends, and highlights related to each institution’s performance.

Action: This item is for information only.



AGENDA ITEM

A-5. Minimum Admissions Requirements (MAR) Pilot Evaluation Report Bethany Meighen

Situation: The Board of Governors Policy 700.1.1 establishes minimum admissions requirements for entry as a first-time student at any constituent institution of the University of North Carolina (UNC) System. This report provides the evaluation results of a pilot program that allowed select institutions to adopt a sliding scale for admissions.

Background: In response to analysis of UNC System data, the Board of Governors voted in October 2014 to allow three UNC System institutions (Elizabeth City State University, Fayetteville State University, and North Carolina Central University) to admit freshman applicants with standardized test scores below the Board’s minimum admissions requirements, provided the students had high school grade point averages above the minimum standards. The original pilot covered students admitted in fall 2015 through fall 2017 and was subsequently extended through the fall of 2020 to allow for the collection of additional data. Previous analyses of the MAR pilot were conducted and presented to the Board in 2016 and 2018.

Assessment: The analysis compared the population admitted under the pilot admissions criteria to students who met the minimum admissions requirements. The results show that the pilot admissions population performs similarly to the population of students who met the Board’s minimum admissions requirements.

Action: This item is for discussion only.

REPORT: MINIMUM ADMISSIONS REQUIREMENTS (MAR) PILOT EVALUATION REPORT

JANUARY 16, 2020

University of North Carolina System
Chapel Hill, North Carolina

Executive Summary

This is the third analysis of the University of North Carolina (UNC) System Minimum Admissions Requirements (MAR) Pilot, which allowed constituent institutions (Elizabeth City State University, Fayetteville State University, and North Carolina Central University) to modify the standard minimum admissions requirements for new first-time freshmen students. The three institutions were granted flexibility to admit students with standardized test scores (SAT/ACT) below the existing minimum threshold, provided that applicants had achieved a higher cumulative high school grade point average (GPA). The pilot was initiated in response to UNC System data analysis and review of national research that showed the primary importance of GPA and the relative insignificance of test scores as predictors of student success. The pilot was a further, intentional test of those findings, which were based on analysis of historical data over a time period of changing (increasing) admissions standards.

A comparison of the performance for the five cohorts shows no statistical difference in academic performance between the students admitted under the pilot standards and those admitted under the regular admissions standards. Pilot students performed similarly to the students at the three participating universities who met MARs in terms of persistence from term-to-term and in college grade point average. The cohorts of students admitted under the pilot standards, combined across the three participating institutions, totaled 1,097 students in fall 2015 through fall 2019.

Background

UNC Policy 700.1.1 establishes minimum admissions requirements for entry as a first-time student at any constituent institution of the UNC System. In response to analysis of UNC System data, the Board of Governors voted in October 2014 to allow ECSU, FSU, and NCCU to admit up to 100 freshman applicants with standardized test scores below the Board's minimum admissions requirements, provided the students had high school grade point averages above the minimum standards. The original pilot covered students admitted in fall 2015 through fall 2017 and was subsequently extended three years through the fall of 2020 to allow for the collection of additional data. Previous analyses of the MAR pilot were conducted and presented to the Board in 2016 and 2018.

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

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

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

Exhibit 2 provides a summary of the academic backgrounds of students admitted to the three institutions under the pilot.

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

Institution	Entering Freshmen Cohort Year	Number Entering in Pilot Range	Average High School GPA	Average "old" SAT Score	Average "New" SAT Score	Average ACT Score
ECSU	2015	62	3.1	738		15.6
	2016	38	3.3	745		15.4
	2017	70	3.2		853	15.7
	2018	45	3.2		852	15.7
	2019	70	3.1		847	15.4
FSU	2015	99	3.1	758		15.1
	2016	98	3.2	741		15.3
	2017	107	3.2	752	842	15.5
	2018	35	3.4		837	15.5
	2019	86	3.3		837	15.6
NCCU	2015	62	3.3	766		14.9
	2016	93	3.4	750		15.1
	2017	80	3.3	720	842	15.4
	2018	44	3.4		851	15.4
	2019	108	3.4		850	15.5

Notes:

1. Average admissions scores are shown for those students submitting them. Students may take an SAT and/or ACT.
2. SAT scores are on a scale of 400 to 1600, based on the sum of the Reading and Math sections. Individual admissions test scores are super-scored, meaning that a student submitting more than one set of test scores will be considered for admission based on the highest of each of the sections.
3. NCCU elected to raise the GPA minimum to a 3.0 regardless of the range of standardized test scores. NCCU allowed for students to enter with SAT in the 750-790 range and ACT in the 15-16 score range as long as the student had at least a 3.0 high school GPA.
4. "Old SAT" refers to the SAT administered prior to March 2016.

A comparison of demographic and academic backgrounds of the pilot and non-pilot groups in Exhibit 3 shows that the two differ demographically somewhat with regard to gender and race – the pilot group is a higher percentage African-American and female. Academically, the two groups have similar average high school GPAs.

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

Group	Female	Black or African-American	Median HS GPA	Median SAT Score (old)	Median SAT Score (new)	Median ACT Score
Met MAR	65%	79%	3.22	860	960	18
Pilot	72%	88%	3.2	760	860	16

The Board of Governors’ strategic plan focuses in particular on rural and low-income populations. Exhibit 4 describes the pilot cohorts in those terms, comparing them with non-pilot entering freshmen. The exhibit shows that the pilot cohorts are more likely to be low-income (3 percentage points higher Pell recipients) and more likely to be from rural/distressed counties (7 percentage points higher from Tier 1 and Tier 2 counties).

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

Group	Pell Recipients	Rural County of Residence	Tier 1 County Residency	Tier 2 County Residency
Met MAR	69%	58%	23%	35%
Pilot	72%	65%	35%	30%

Performance Analysis Results

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

This present analysis looks descriptively at different aspects of the first four years of performance for the initial 2015 cohort, the first three years of performance for the 2016 cohort, the first two years of performance for the 2017 cohort, the first year of performance for the 2018 cohort, and the first semester of performance for the 2019 cohort. The conclusions are similar to those reached in the previous historical data analysis and the prior interim analysis of the first cohort. The following diagrams in Exhibits 5a through 5j demonstrate how similar the population entering under the pilot admissions criteria are to the population that met the standard minimum admissions criteria. The distributions of cumulative grade point average and credit hours accumulated are very similar. The results of this analysis reinforce the findings of the two previous, interim analyses and of the analysis that was the basis for the implementation of the pilot.

Exhibit 5a: Term-to-Term Persistence Comparisons of Pilot Students and Students who Met Minimum Admissions Requirements

Entering Freshmen Cohort Year		Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
2015-16	Met MAR	93%	76%	70%	61%	59%	56%	53%
	Pilot	91%	71%	65%	59%	57%	54%	52%
2016-17	Met MAR			92%	77%	70%	62%	58%
	Pilot			94%	81%	69%	62%	59%
2017-18	Met MAR					93%	76%	67%
	Pilot					92%	77%	68%
2018-19	Met MAR							91%
	Pilot							94%

Explanation of the next five charts:

The following box and whisker plots help to summarize the full range of values observed in the data. The chart to the right explains parts of a box and whisker plot:

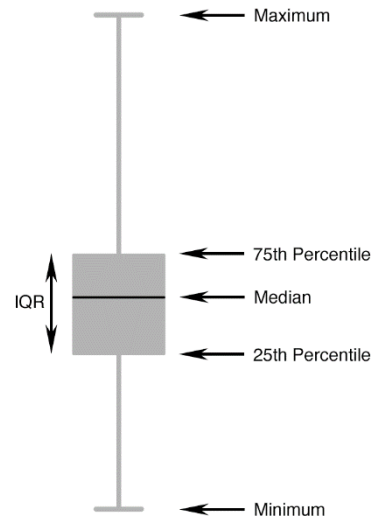
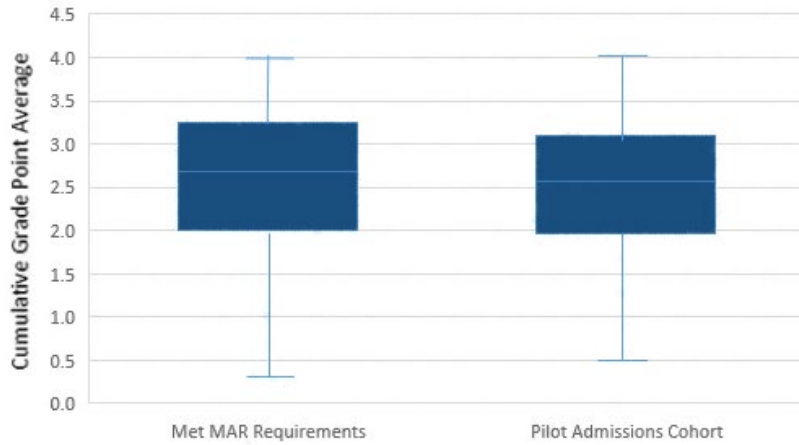
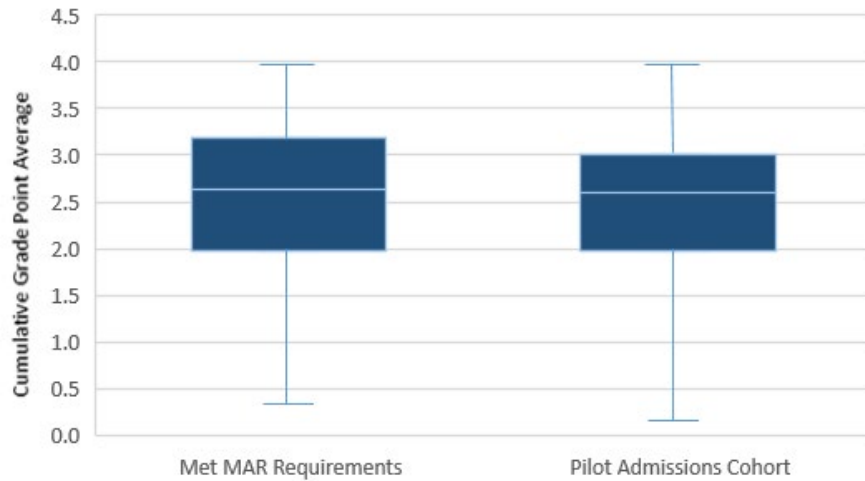


Exhibit 5b: Cumulative First-Year Grade Point Average Comparison, Students Entering Under Pilot Admissions Criteria Compared to Those Who Met the Standard Minimum Admissions Criteria



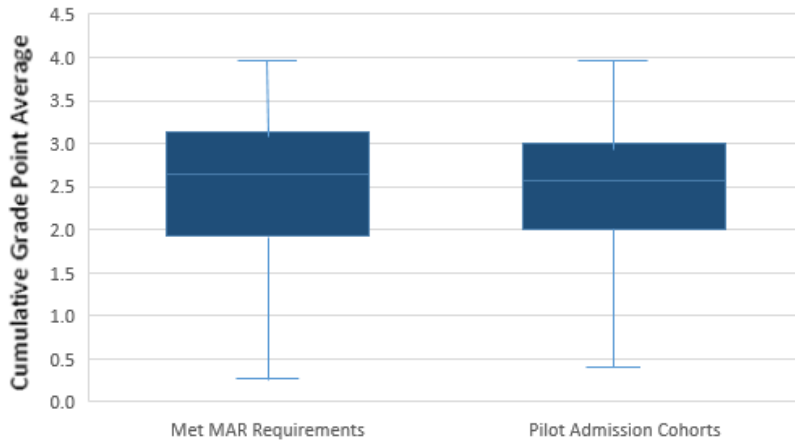
Metric	Met Minimum Admissions Requirements	Pilot Admissions Cohorts
75 th Percentile	3.3	3.1
50 th Percentile (median)	2.7	2.6
25 th Percentile	2.0	2.0

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



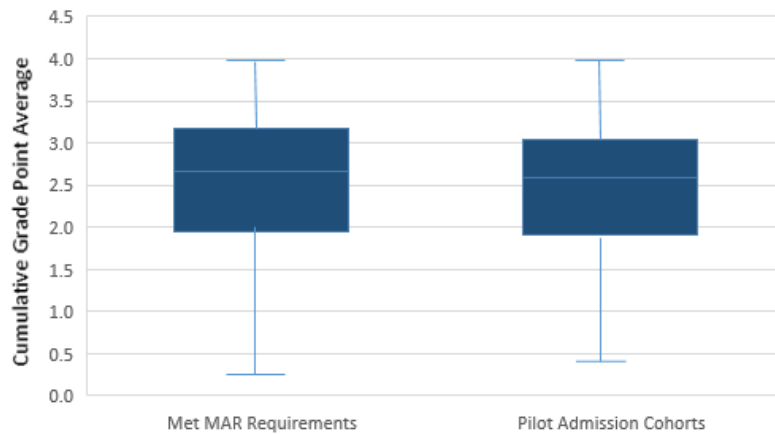
Metric	Met Minimum Admissions Requirements	Pilot Admissions Cohorts
75 th Percentile	3.2	3.0
50 th Percentile (median)	2.6	2.6
25 th Percentile	2.0	2.0

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



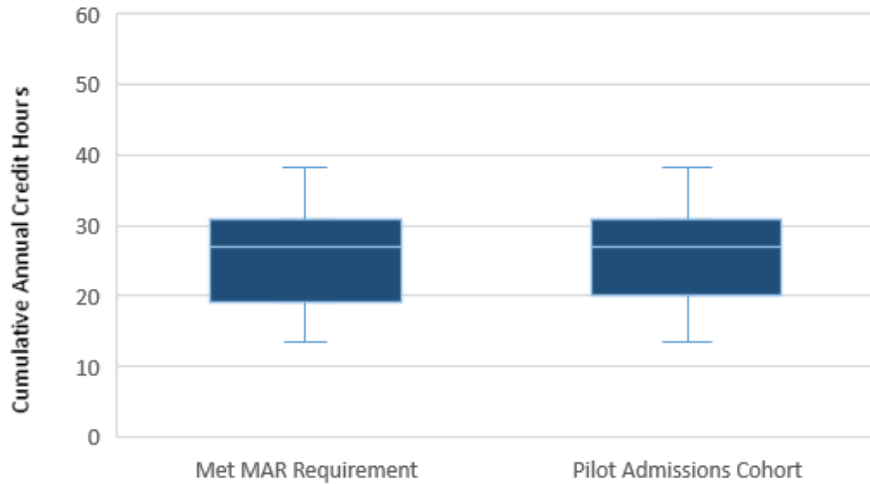
Metric	Met Minimum Admissions Requirements	Pilot Admissions Cohorts
75 th Percentile	3.1	3.0
50 th Percentile (median)	2.6	2.6
25 th Percentile	1.9	2.0

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



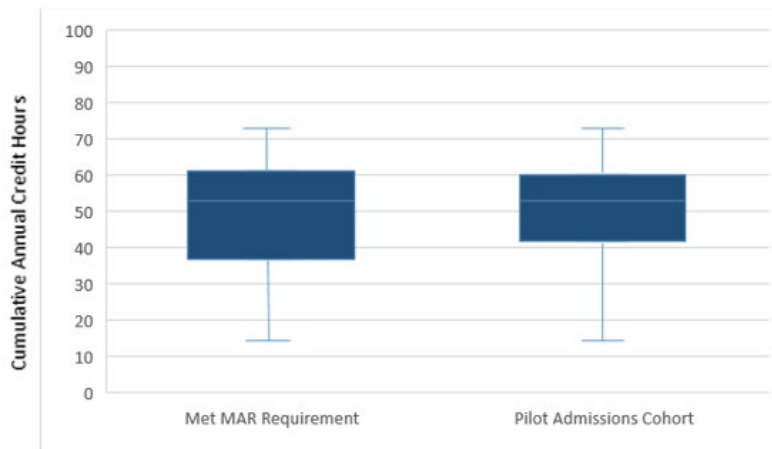
Metric	Met Minimum Admissions Requirements	Pilot Admissions Cohorts
75 th Percentile	3.2	3.0
50 th Percentile (median)	2.7	2.6
25 th Percentile	2.0	1.9

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



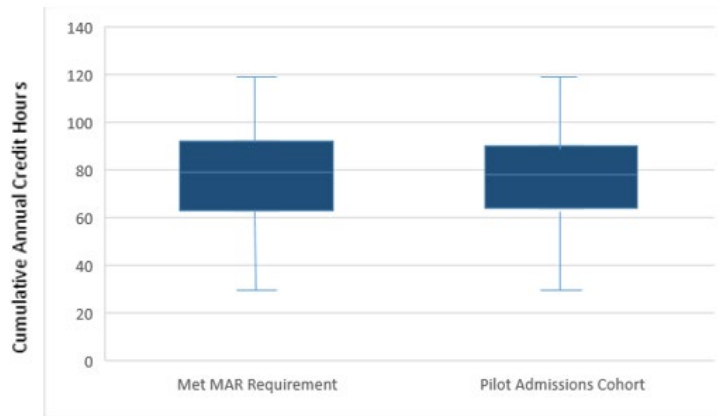
Metric	Met Minimum Admissions Requirements	Pilot Admissions Cohorts
75 th Percentile	31	31
50 th Percentile (median)	27	27
25 th Percentile	19	20

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



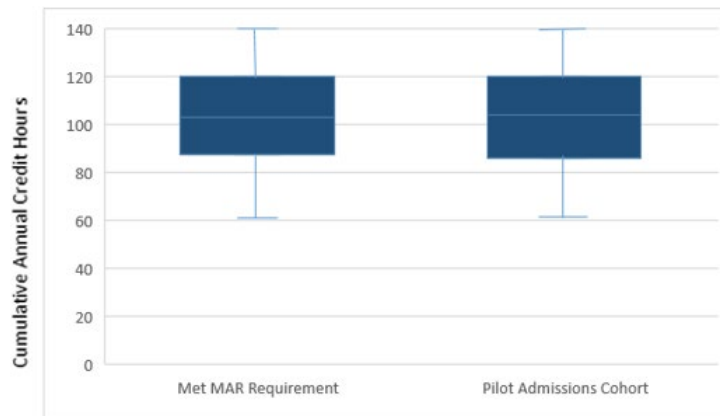
Metric	Met Minimum Admissions Requirements	Pilot Admissions Cohorts
75 th Percentile	61	60
50 th Percentile (median)	53	53
25 th Percentile	37	42

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



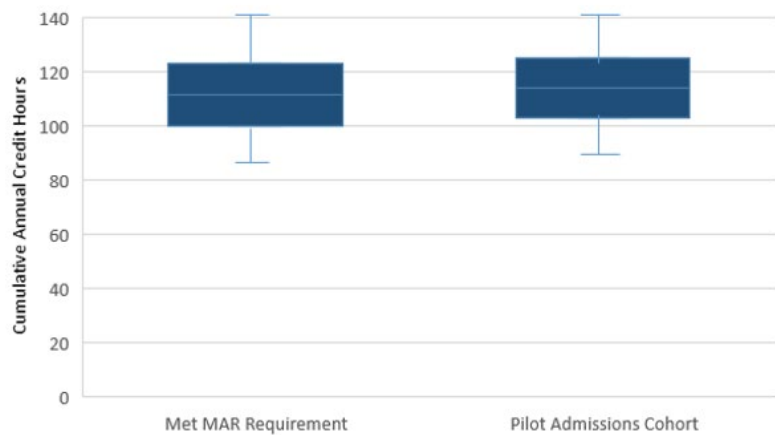
Metric	Met Minimum Admissions Requirements	Pilot Admissions Cohorts
75 th Percentile	92	90
50 th Percentile (median)	79	78
25 th Percentile	63	64

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



Metric	Met Minimum Admissions Requirements	Pilot Admissions Cohorts
75 th Percentile	120	120
50 th Percentile (median)	103	104
25 th Percentile	88	86

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



Metric	Met Minimum Admissions Requirements	Pilot Admissions Cohorts
75 th Percentile	123	125
50 th Percentile (median)	112	114
25 th Percentile	100	103

Exhibit 6 describes the four-year graduation rate for the freshmen who were admitted under the pilot in fall 2015.

Exhibit 6: 4-year Graduation Rates for Fall 2015 MAR Pilot Freshmen

	Cohort	Completions	4-year Graduation Rate
ECSU	61	12	19.67%
FSU	99	18	18.18%
NCCU	62	22	35.48%
Total	222	52	23.42%



AGENDA ITEM

A-6. Proposed Revisions to Section 700.1.1 of the UNC Policy Manual David English

Situation: UNC Policy Manual Section 700.1.1, Policy on Minimum Requirements for First-time Undergraduate Admissions Minimum Course Requirements, establishes the minimum academic standards that a student must satisfy in order to be considered for undergraduate admission to a constituent institution of the University of North Carolina (UNC) System. Revisions are proposed to update the policy and provide additional flexibility to constituent institutions in making admissions decisions.

Background: The Board of Governors has adopted minimum entrance requirements for the UNC System since 1988. Initially, these requirements included only the minimum set of required courses a student must complete at the secondary level in order to be considered for admission. This currently includes four mathematics courses, four English courses, three science courses, two social science courses, including U.S. History, and two courses of instruction in a language other than English.

In 2008, the Board also adopted a requirement that applicants must achieve a minimum weighted high school grade point average (GPA) and SAT or ACT score to be considered for admission. Those minimum admission requirements were phased in over a period of four years, and currently are set at a minimum weighted high school GPA of 2.5 and a combined SAT score of 880 or ACT composite score of 17.

It is proposed that the current policy be revised so that a student must meet either the minimum 2.5 weighted high school GPA or the SAT score of 1010 or ACT of 19. This would provide the constituent institutions with additional flexibility in considering GPA, SAT, and ACT scores, while maintaining an expectation of completing a rigorous set of high school courses.

Assessment: The proposed changes are consistent with the current UNC System Strategic Plan and educational research.

Action: This item is for discussion only.



AGENDA ITEM

A-7. UNC System Peer Institution Study Update David English

Situation: The Board of Governors of the University of North Carolina (UNC) System are responsible for making final determination on the lists of peer institutions for each of the 16 constituent universities. These lists are updated periodically, with the two most recent revisions being made in 2011 and 2006.

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

An internal working group at the UNC System Office, including staff from academic affairs, data and analytics, human resources, finance, and strategy and policy have been working since the summer of 2019 on developing a new list of institutional peers. This work is being done in close partnership with the individual constituent institutions, each of which has identified a primary point of contact and an internal working group.

Assessment: Information will be provided to the Committee on the progress on the 2020 update to constituent institution peer lists.

Action: This item is for discussion only.



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: St. Andrews University/Webber International University, a current licensee, has applied to offer a Bachelor of Science in Occupational Therapy Assisting; a Bachelor of Science in Sports Performance, Health, and Fitness; and a Bachelor of Arts in Health Services Administration.

Thales College, a first-time applicant, has applied to offer a Bachelor of Arts in Liberal Arts.

Walden University, a current licensee, has applied to offer a Doctor of Nursing Practice.

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.

Assessment: After appropriate review of the license applications, staff recommends approval of the applications for licensure for these institutions.

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

**STAFF REPORT AND RECOMMENDATION FOR
SAINT ANDREWS UNIVERSITY/WEBBER INTERNATIONAL UNIVERSITY**

Background

St. Andrews University/Webber International University (OPEID 00154000) (St. Andrews), located in Laurinburg, is an existing licensee in good standing. St. Andrews is a branch of Webber International University (Webber), located in Babson Park, Florida, and is a member of the North Carolina Independent Colleges and Universities (NCICU). St. Andrews is subject to licensure by the Board for all programs initiated after its 2011 merger with Webber. The institution is regionally accredited by the Southern Association of Colleges and Schools and seeks authorization to offer a Bachelor of Science in Sports Performance, Health, and Fitness; a Bachelor of Arts in Health Services Administration; and a Bachelor of Science in Occupational Therapy Assisting. Because some of these proposed degrees rely heavily on labs and other facilities, staff and an examiner conducted a visit to St. Andrews as part of the application review.

BS in Sports Performance, Health, and Fitness

Staff Recommendation: Approval
Program Site: Laurinburg, NC
Projected start date: Upon Licensure
Projected enrollment: 20

Staff and an examiner conducted a review of the BS in Sports Performance, Health, and Fitness application. This work yielded a report that contained eight findings. The findings included issues related to the program's internship component, the amount of science courses required, and the curriculum presented on the course syllabi. St. Andrews responded to the report, and staff believes that St. Andrews' responses show that it will operate in compliance with the Rules and Standards.

BA in Health Services Administration

Staff Recommendation: Approval
Program Site: Laurinburg, NC
Projected start date: Upon Licensure
Projected enrollment: 15

This program is designed to augment St. Andrews' existing business education programs. Staff and an examiner conducted a review of the BA in Health Services Administration application. This work yielded a report that contained four findings. The findings included issues related to the amount of natural science courses required, the curriculum presented on the course syllabi, disclosures to students regarding the available pace of the program, and faculty qualifications. St. Andrews responded to the report, and staff believe St. Andrews' responses show that it will operate in compliance with the Rules and Standards.

BS in Occupational Therapy Assisting

Staff Recommendation: Approval
Program Site: Laurinburg, NC
Projected start date: Fall 2020
Projected enrollment: 20

Staff and the examiner's review of this program yielded four findings. The findings related to disclaimers that

would be displayed on the program’s marketing materials until the program became programmatically accredited, the required qualifications for the program’s director, and the institution’s plans for the program’s students if the program fails to become programmatically accredited. St. Andrews responded to those findings, and staff believe St. Andrews’ responses show that it will operate in compliance with the Rules and Standards.

Institutional Metrics and Consumer Protection Information

Metric			
8-year outcomes ⁱ	Graduated	32%	
	Transferred Out	36%	
	Withdrew	32%	
Employment Placement Rate ⁱⁱ	90.4%		
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest) (Webber) ⁱⁱⁱ	2017	2016	2015
	1.6	2.1	2.6
Three-year cohort default rate (Webber) ^{iv}	Class of 2016	Class of 2015	Class of 2014
	8.3	13.9	17.4

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

Recommendation

Issue St. Andrews a license to offer the BS in Sports Performance, Health, and Fitness, the BA in Health Services Administration, and the BS in Occupational Therapy Assisting.

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 data is reported pursuant to the state of Florida’s standards, which is where Webber International University is based. “Employed” means all graduates who, six months after graduation, are employed full- or part-time, or who are pursuing an advanced degree, or who are serving the nation in the military, Peace Corps, etc.

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
THALES COLLEGE**

Background

Thales College, Inc. (Thales), to be located in Wake Forest, is a first-time applicant. Thales seeks to offer a liberal arts and sciences education through a Great Books and cohort-based model. It is affiliated with Thales Academy, a network of private, non-sectarian primary and secondary schools. Thales will not seek accreditation, and students who attend will not be eligible for Federal Student Aid.

Staff and a team of examiners conducted a site visit to Thales on March 12, 2019. Because Thales has not operated in another state for two years, it is eligible only for an Interim Permit, which will expire two years after the Board issues it. During that time, if Thales demonstrates compliance with the Rules and Standards, the Board may issue it a regular license.

Bachelor of Arts in Liberal Arts and Sciences

Staff Recommendation: Approval
Program Site: Wake Forest, NC
Projected start date: Fall 2020
Projected enrollment: 20

Thales intends to offer one program, a Bachelor of Arts in Liberal Arts and Sciences. The site visit and our review of the application led to sixteen findings. In particular, because Thales will not seek accreditation, it is unlikely that credits earned at Thales will transfer to accredited institutions. Thales agreed to provide students a prominent disclaimer to that effect in its course catalog, and the course catalog must be provided to students at least five days prior to Thales' receipt of non-refundable money in accordance with the Rules and Standards. Other initial concerns would be alleviated by: requiring additional disclosures in Thales' course catalog and promotional materials; ensuring faculty stability; establishing procedures to monitor conflicts of interest on Thales' Board of Directors; guaranteeing access to appropriate library resources; ensuring that Thales' has a plan for students who are unable to remain with their cohort; and obtaining additional information and projections regarding the institution's financial solvency.

Thales provided a response to each of these questions in November 2019. Based on those responses, staff believes Thales has demonstrated that it will operate according to the Rules and Standards during the term of its Interim Permit.

Recommendation

Issue Thales an Interim Permit to offer the Bachelor of Liberal Arts and Sciences.

**STAFF REPORT AND RECOMMENDATION FOR
WALDEN UNIVERSITY**

Background

Walden University (OPEID 00154000) (Walden), located in Minneapolis, Minnesota, is an existing licensee in good standing. The institution is regionally accredited by the Higher Learning Commission and seeks to authorization to offer a Doctor of Nursing Practice (DNP). Walden seeks to offer the DNP at clinical sites only and does not anticipate a brick-and-mortar presence in North Carolina.

Doctor of Nursing Practice

Staff Recommendation: Approval
 Program Site: Clinical sites throughout North Carolina
 Projected start date: Upon Licensure
 Projected enrollment: 20

Staff and examiners reviewed this program and made findings regarding the curriculum, faculty qualifications, and methods for selecting and evaluating appropriate clinical sites and preceptors. Walden adequately responded to these questions and demonstrated that it would operate the program in compliance with the Rules and Standards. Walden’s DNP is programmatically accredited by the Commission on Collegiate Nursing Education.

Institutional Metrics and Consumer Protection Information

Metric			
8-year outcomes ⁱ	Graduated	22%	
	Transferred Out	35%	
	Withdrew	42%	
Employment Placement Rate ⁱⁱ	Does not report – not required by accreditor		
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest) ⁱⁱⁱ	2018	2017	2016
	2.6	2.9	3.0
Three-year cohort default rate ^{iv}	Class of 2016	Class of 2015	Class of 2014
	6.9	7.3	7.5

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

Recommendation

Issue Walden a license to offer the Doctor of Nursing Practice.

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. In Walden's case, the Department of Education agreed to provide Walden these unofficial scores based on Walden's finances separated from the finances of its parent company.

^{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.

Requests for Limited License

The following institution, located in a jurisdiction which 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.

West Coast Ultrasound Institute, a private, nationally accredited for-profit institution located in California, seeks limited licensure to allow one student to participate in a clinical rotation in North Carolina. The student is the spouse of a military member being transferred to North Carolina. Staff recommends issuing a limited license to the institution allowing its student to conduct the clinical rotation, with the license expiring on May 31, 2021.



AGENDA ITEM

A-9. Annual Report for the North Carolina Teaching Fellows Program..... Sara Ulm

Situation: The North Carolina Teaching Fellows Program was reestablished by the North Carolina General Assembly in the 2017 State Budget (S.L. 2017-57) with the purpose to “recruit, prepare, and support students residing in or attending institutions of higher education located in North Carolina for preparation as highly effective STEM or special education teachers in the State’s public schools.” G.S. 116-209.62(j) requires that an Annual Report for the North Carolina Teaching Fellows Program be submitted to the Joint Legislative Education Oversight Committee by the president of the University of North Carolina System on behalf of the North Carolina Teaching Fellows Commission.

Background: The Annual Report for the North Carolina Teaching Fellows Program was developed in coordination with the North Carolina State Education Assistance Authority and the Teaching Fellow Partner Institutions. Per statute, the report includes data on the following reporting requirements: demographic information regarding award recipients, number of recipients by institution of higher education and program; number of recipients by anticipated STEM and special education licensure area, information regarding program graduates, and information regarding the partnership between Teaching Fellows and the New Teacher Support Program.

The North Carolina Teaching Fellows Program has accepted two cohorts of students at the five participating institutions since its reauthorization. Those institutions are Elon University, Meredith College, North Carolina State University, the University of North Carolina at Chapel Hill, and the University of North Carolina at Charlotte. There are currently over 160 North Carolina Teaching Fellows enrolled in those institutions. The third application cycle is currently in process, and the Teaching Fellows Commission will make final awards by April 1, 2020.

Assessment: The annual report submitted to the Joint Legislative Education Oversight Committee satisfies the requirements of G.S. 116-209.62(j).

Action: This item is for information only.



THE UNIVERSITY OF NORTH CAROLINA SYSTEM

William L. Roper
Interim President
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(919) 962-6983 | president@northcarolina.edu

January 1, 2020

Joint Legislative Education Oversight Committee
Legislative Office Building
333 W. Salisbury Street
Raleigh, NC 27601

Dear Members of the Joint Legislative Education Oversight Committee,

As required by G.S. 116-209.62(j), and in coordination with the North Carolina State Education Assistance Authority and the Teaching Fellows partner institutions, I submit the attached Annual Report for the North Carolina Teaching Fellows Program on behalf of the North Carolina Teaching Fellows Commission. Per statute, this report includes data on the following reporting requirements:

- Demographic information regarding award recipients;
- Number of recipients by institution of higher education and program;
- Number of recipients by anticipated STEM and special education licensure area;
- Information regarding program graduates; and
- Information regarding the partnership between Teaching Fellows and the New Teacher Support Program.

The requirements of 116-209.62(j)(2)(d) and (e), and 116-209.62(j)(3); cannot yet be included in this annual report, as the program is not yet able to assess the performance of program graduates or provide information on long-term outcomes. We anticipate being able to include these data in the 2021 report and thereafter.

The North Carolina Teaching Fellows Program is governed by the North Carolina Teaching Fellows Commission and currently partners with five educator preparation programs: Elon University, Meredith College, North Carolina State University, the University of North Carolina at Chapel Hill, and the University of North Carolina at Charlotte. In alignment with the UNC System's strategic plan, Teaching Fellows is a key strategy to foster success for North Carolina students by supplying high-quality teachers in the most critical areas of need.

Sincerely,

William Roper
Interim UNC System President



**THE
UNIVERSITY OF
NORTH CAROLINA
SYSTEM**

NORTH CAROLINA TEACHING FELLOWS PROGRAM: ANNUAL REPORT

January 1, 2020

University of North Carolina System
Chapel Hill, North Carolina

Background

The North Carolina Teaching Fellows Program was reestablished by the North Carolina General Assembly in the 2017 State Budget (S.L. 2017-57) with the purpose to “recruit, prepare, and support students residing in or attending institutions of higher education located in North Carolina for preparation as highly effective STEM or special education teachers in the State’s public schools.”

The legislation also established the North Carolina Teaching Fellows Commission (Commission), a 14-member body tasked with providing program oversight. In accordance with the parameters set by the General Assembly, the Commission was tasked with the responsibility of selecting five educator preparation programs to partner with the program.

Per G.S. 116-209.62(f), the Commission is also responsible for evaluating educator preparation programs and using the designated legislative criteria to create an application process to select five educator preparation programs as initial partners for the program. After careful evaluation, the following institutions were selected: Elon University, Meredith College, NC State University, the University of North Carolina at Chapel Hill, and the University of North Carolina at Charlotte.

During the 2019 Legislative Session, the UNC Board of Governors proposed language that would grant the Teaching Fellows Commission authority to select an additional three institutions to become Teaching Fellows partner institutions for 2020-2021. As of the writing of this report, the proposed change included in the state budget has not yet been enacted.

Program Overview

In 2017-2018, the first year of the program’s reauthorization, the Teaching Fellows application opened on December 4, 2017, with an application deadline of January 15, 2018. For the 2017-2018 cycle, a total of 232 applications were received. After an initial review, applicants progressed to finalist interviews, which were held in six locations around the state over two weeks (virtual interviews were also provided). On April 1, 2018, the NC Teaching Fellows Commission offered awards to 110 applicants, and 74 recipients moved forward to be formally named as a North Carolina Teaching Fellow. Due to attrition, there are currently 60 Teaching Fellows in the 2017-2018 cohort.

For the 2018-2019 application cycle, a total of 220 applications were received. After initial review, selected applicants progressed to finalist interviews, which were again held across the state. After a comprehensive evaluation of finalist’s application and interview scores, the Teaching Fellows Commission offered 133 awards. Currently, there are 107 North Carolina Teaching Fellows in the 2018-2019 cohort.

Program Enrichment

A key element of the Teaching Fellows program is providing meaningful enrichment opportunities to all program participants. The enrichment model for Teaching Fellows is two-fold – under the direction of a campus director, each of the five partner institutions has designed an enrichment framework, which is designed to build community in a smaller setting among a Fellow’s peers who attend the same institution. The campus-level enrichment opportunities are intentionally designed to be unique, allowing each institution to align to their respective program’s particular areas of focus and to build organic partnerships within their own respective communities.

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An additional layer of support is provided by state-level enrichment opportunities, which bring together the collective group of Fellows from all five partner institutions. These events are designed to build a strong sense of community among all Fellows and to highlight particular topics to ensure a strong and cohesive vision for the broader mission and purpose for the Teaching Fellows program. The first enrichment event was held for the 2017-2018 class of Teaching Fellows on April 5-6, 2019 at the North Carolina Center for the Advancement of Teaching in Cullowhee, North Carolina. Fellows gathered for a two-day seminar that focused on teacher leadership, professionalism, and building strong classroom culture.

The second enrichment event, which included the 2017-2018 and the 2018-2019 class of Fellows, was held on September 14-15, 2019 at the Rizzo Conference Center in Chapel Hill, North Carolina. The event agenda provided opportunities for teambuilding activities, a Q&A panel with beginning teachers and their mentors from the New Teacher Support Program, an in-depth workshop on cultural bias and social emotional learning, and a session that featured the 2018 and 2019 North Carolina Teachers of the Year.

The next enrichment event is planned for fall 2020.

Reporting Requirements

This report has been prepared in accordance with the reporting criteria specified by G.S. 116-209.62(j), which appears below. However, because the program's first graduates are just entering their first year of teaching for the 2019-2020 school year, they cannot yet be evaluated as prescribed in 116-209.62(j)(2)(d) and (e), and 116-209.62(j)(3); these metrics are thus not available for this report.

- 1) Forgivable Loans awarded from the Trust Fund, including the following:
 - a. Demographic information regarding recipients.
 - b. Number of recipients by institution of higher education and program.
 - c. Information on number of recipients by anticipated STEM and special education licensure area.
- 2) Placement and repayment rates, including the following:
 - a. Number of graduates who have been employed in a STEM or special education licensure area within two years of program completion.
 - b. Number of graduates who accepted employment at a low-performing school identified under G.S. 115C-105.37 as part of their years of service.
 - c. Number of graduates who have elected to do loan repayment and their years of service, if any, prior to beginning loan repayment.
 - d. Number of graduates employed in a STEM or special education licensure area who have received an overall rating of at least accomplished and have met expected growth on applicable standards of the teacher evaluation instrument.
 - e. Aggregate information on student growth and proficiency in courses taught by graduates who have fulfilled service requirements through employment in a STEM or special education licensure area.
- 2a) Mentoring and coaching support through the North Carolina New Teacher Support Program, including the following:
 - a. Number of forgivable recipients who received mentoring and coaching support when employed at a low-performing school identified under G.S. 115C-105.37.
 - b. Number of forgivable loans recipients who received mentoring and coaching support when employed at a school not identified as low-performing under G.S. 115C-105.37.
- 3) Selected school outcomes by program, including the following:
 - a. Turnover rate for forgivable loan graduates, including the turnover rate for graduates who also received mentoring and coaching support through the North Carolina New Teacher Support Program.

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- b. Aggregate information on student growth and proficiency as provided annually by the State Board of Education to the Commission in courses taught by forgivable loan graduates.
- c. Fulfillment rate of forgivable loan graduates.

Data Reporting

The data below reflects the cumulative totals of the 2017-2018 and 2018-2019 classes of North Carolina Teaching Fellows since the program’s reauthorization in 2017.

Demographic Information

After two years, it is clear that gender and racial diversity remains a challenge for the Teaching Fellows program, as the program’s demographic data largely mirrors the metrics of the existing teacher workforce in North Carolina. In light of the fact that numerous studies have established a clear correlation between a diverse teacher workforce and positive outcomes for student achievement, increasing the program’s diversity is a key priority of the Teaching Fellows Commission and more broadly, of the UNC System Office.¹

Within the past year, the System Office has taken steps to place greater emphasis on diversity in recruitment efforts of UNC educator preparation programs across the system. In particular, the System Office has adjusted how funds that support campus recruitment efforts are allocated, resulting in increased funding for programs with demonstrated success in the recruitment and retention of a diverse, highly effective teacher workforce prepared to meet the needs of North Carolina’s public schools. Additionally, the proposed expansion of the Teaching Fellows program to three additional educator preparation programs—which was included in the 2019-2020 budget—has the potential to allow the program to have a broader reach in recruiting minority applicants (both in terms of gender and race), as well as to have an increased applicant pool from rural areas. The data tables below represent the total number of award recipients formally named as Teaching Fellows in the 2017-2018 and 2018-2019 cohorts; these totals do not account for subsequent program attrition.

Table 1: Teaching Fellows Recipients by Gender

	2017-2018 Cohort 1	2018-2019 Cohort 2	Total Recipients
Male	13	13	26
Female	61	94	155
TOTAL	74	107	181

¹ Redding, C. (2019). A Teacher Like Me: A Review of the Effect of Student–Teacher Racial/Ethnic Matching on Teacher Perceptions of Students and Student Academic and Behavioral Outcomes. *Review of Educational Research*, 89 (4), 499–535. See also Egalite, A. J., Kisida, B., & Winters, M. A. (2015). Representation in the classroom: The effect of own-race teachers on student achievement. *Economics of Education Review*, 45, 44-52.; Dee, T. S. (2005). A teacher like me: Does race, ethnicity, or gender matter? *The American Economic Review*, 95(2), 158-165.

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Table II: Teaching Fellows Recipients by Race

	2017-2018 Cohort 1	2018-2019 Cohort 2	Total Cohorts 1 & 2
Black/African American	4	6	10
American Indian/Alaska Native	1	1	2
Asian/Pacific Islander	4	2	6
Hispanic/Latino	4	5	9
Multiracial	0	3	3
White/Caucasian	61	90	151
TOTAL	74	107	181

Program & Licensure Area Information

Table III: Teaching Fellows Recipients by Institution

	2017-2018 Cohort 1	2018-2019 Cohort 2	Total Cohorts 1 & 2
Elon University	8	7	15
Meredith College	7	7	14
North Carolina State University	25	52	77
UNC Chapel Hill	15	13	28
UNC Charlotte	19	28	47
TOTAL	74	107	181

Table IV: Teaching Fellows Recipients by Intended Licensure Area

	2017-2018 Cohort 1	2018-2019 Cohort 2	Total Cohorts 1 & 2
STEM	53	74	127
Special Education	21	33	54
TOTAL	74	107	181

Teaching Fellows Program Graduates

When the program was reauthorized in 2017, one important change was the addition of other pathways of program entry outside of the traditional model of a four-year awards that were limited exclusively to high school seniors. As these pathways are still developing, the number of program graduates for the initial 2018-2019 is small and is expected to grow in the coming years. It is also important to note that the program continues to encourage and incentivize employment in low-performing schools. It is likely that these targeted efforts will prove fruitful as the program continues to grow.

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Table V: Summary of Program Graduates

	Number
Total Number of Program Graduates	7
Number of Graduates Employed in STEM/SPED Licensure Area	4
Number of Graduates Employed in Low-Performing School	0
Number of Graduates Who Have Elected for Cash Repayment	3

Partnership with New Teacher Support Program

Because this is the first year of partnership with the New Teacher Support Program (NTSP), efforts are underway to formalize support for the first Teaching Fellows graduates. As of the date of this report's submission, NTSP is coordinating details and anticipates providing support for Teaching Fellows graduates who are entering their first year of teaching in the 2019-2020 school year, as outlined below:

Table VI: NTSP Support for Teaching Fellows Graduates

	Number
Number of Graduates Receiving Mentoring and Coaching Support who are employed at Low-Performing School	0
Number of Graduates Receiving Mentoring and Coaching Support who are employed at Non Low-Performing School	4

Next Steps

The UNC System and the Teaching Fellows Commission are grateful for continued efforts of the General Assembly to improve and expand the program. This year's budget (H. 966) included modifications designed to enhance the effectiveness of the program, including

- an expansion of the number of partner institutions from five to eight to ensure a "diverse selection" of university partners; and
- an increase in the amount of funding available to pay for mentoring and coaching through the New Teacher support program.

Once enacted, these changes will increase the diversity of the Fellows and help program graduates become highly-effective teachers.

The program is now entering its third application cycle, which opened on October 1, 2019. The application deadline is midnight on January 13, 2020. After that time, all submitted applications will undergo an initial review, followed by another round of finalist interviews. Per statute, the Teaching Fellows Commission will meet and make final decisions on the number of awards to be offered by April 1, 2020. Finalists who are selected and offered an award will have until Friday, May 1, 2020 to sign the promissory note to formally accept the terms of the forgivable loan.

The next annual report from the North Carolina Teaching Fellows Program must be submitted by January 1, 2021.

