



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

April 21, 2021 at 3:15 p.m.  
Via Videoconference and PBS North Carolina Live Stream  
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 Open Session Minutes of February 17, 2021.....Temple Sloan
- A-2. Academic Affairs Update ..... Kimberly van Noort
- A-3. AHEC Pandemic Health Care Workforce Report..... Hugh Tilson
- A-4. Adaptive Courseware.....James Ptaszynski
- A-5. Section 700.1.3 of the UNC Policy Manual – Waiver of Penalties and  
Warning of Exceeding the Cap..... Kimberly van Noort

### CLOSED SESSION

- A-6. Approval of the Closed Session Minutes of February 17 and March 29, 2021 .....Temple Sloan
- A-7. 2021 Board of Governors Oliver Max Gardner Award .....Temple Sloan

### OPEN SESSION

- A-8. Adjourn

### Additional Information Available

- A-3. Full Report: “AHEC Pandemic Health Care Workforce Report”



MEETING OF THE BOARD OF GOVERNORS  
Committee on Educational Planning, Policies, and Programs  
April 21, 2021

## **Closed Session Motion**

**Motion to go into closed session to:**

- Prevent the premature disclosure of an honorary award or scholarship.

**Pursuant to:** G.S. 143-318.11(a)(2).



## DRAFT MINUTES OPEN SESSION

February 17, 2021 at 11:30 a.m.  
University of North Carolina System Office  
Center for School Leadership Development, Room 128  
Chapel Hill, North Carolina

This meeting of the Committee on Educational Planning, Policies, and Programs was presided over by Chair Temple Sloan. The following committee members were present, constituting a quorum: Anna Nelson, Steven B. Long, Jimmy D. Clark, Thomas C. Goolsby, and Isaiah Green. Chancellors participating were Franklin Gilliam, Todd Roberts, and Elwood Robinson. Chair of the UNC Faculty Assembly Timothy Ives joined.

*Thomas C. Goolsby joined the meeting at 11:40 a.m.*  
*Timothy Ives at 11:42 a.m.*

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

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### OPEN SESSION

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

Chair Sloan the meeting to order at 11:30 a.m. on Wednesday, February 17, 2021.

Chair Sloan 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. He 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. Under the new amendments to the Open Meetings Act, all votes will be taken via roll call.

Chair Sloan called for a motion to approve the minutes of January 20, 2021.

**MOTION:** Resolved, that the Committee on Educational Planning, Policies, and Programs approve the minutes of January 20, 2021.

**Motion:** Steven B. Long  
**Motion carried**

Roll Call Vote	
Clark	Yes

Goolsby	Absent
Long	Yes
Nelson	Yes
Sloan	Yes

## 2. Academic Affairs Update (Item A-2)

Dr. Kimberly van Noort will gave a detailed report about Spring 2021 enrollment across the 17 UNC System institutions.

## 3. Strategic Plan Metrics and Student Success (Item A-3)

Dr. Andrew Kelly provided an update on the latest data, trends, and highlights related to progress on the strategic plan goals and metrics set out by the University of North Carolina System's 2017 Strategic Plan, *Higher Expectations*.

## 4. Section 700.1.3 of the UNC Policy Manual Proposed Revisions (Item A-4)

In a response to a request to the President from the five UNC System Historically Black Colleges and Universities, the committee reviewed and discussed proposed revisions to 700.1.3 of the UNC Policy Manual. The amendment would permanently raise the cap on non-resident first-time (freshmen) students from 18 to 25 percent for UNC System HBCUs.

Chair Sloan called for a motion to approve the proposed revision and to be sent for a vote by the full Board of Governors through the consent agenda at the next meeting.

**MOTION:** Resolved, that the Committee on Educational Planning, Policies, and Programs approve the proposed revisions to 700.1.3 of the UNC Policy Manual to permanently raise the cap on non-resident first-time (freshmen) students from 18 to 25 percent for UNC System HBCUs.

**Motion:** Anna Nelson

**Motion carried**

Roll Call Vote	
Clark	Yes
Goolsby	Yes
Long	Yes
Nelson	Yes
Sloan	Yes

## 5. Career & College Promise & Cooperative Innovation High Schools Report (Item A-5)

The annual Career & College Promise & Cooperative Innovation High Schools Report was presented to the committee. The State Board of Community Colleges, in conjunction with the State Board of Education, and

the Board of Governors, jointly evaluate and report each year to the JLEOC on the success of students in cooperative innovative high schools and the success of students participating in the Career and College Promise Program, including the College Transfer pathway and the Career and Technical Education pathway.

**MOTION:** Resolved, that the Committee on Educational Planning, Policies, and Programs move into closed session pursuant to G.S. 143-318.11(a)(2).

**Motion:** Thomas C. Goolsby

**Motion carried**

#### **THE MEETING MOVED INTO CLOSED SESSION**

**MOTION:** Resolved, that the Committee on Educational Planning, Policies, and Programs return to open session.

**Motion:** Anna Nelson

**Motion carried**

#### **THE MEETING RESUMED IN OPEN SESSION**

There being no further business, the meeting adjourned at 1:13 p.m.

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Steven B. Long, Secretary



## AGENDA ITEM

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

<b>Situation:</b>	The committee will hear an update on recent activities involving academic affairs.
<b>Background:</b>	The University of North Carolina System's Division of Academic Affairs complements the University's core academic mission, supports faculty, and ensures success for research and sponsored and international programs. The division also provides assistance for student affairs and other access and outreach activities.
<b>Assessment:</b>	Information will be provided to the committee on recent updates in Academic Affairs at the UNC System Office and across the 17 institutions.
<b>Action:</b>	This item is for information only.

## AGENDA ITEM

A-3. AHEC Pandemic Health Care Workforce Study ..... Hugh Tilson

**Situation:** Presentation of the final Pandemic Health Care Workforce Study from the North Carolina Area Health Care Education Centers (NC AHEC).

**Background:** Session Law 2020-3, Senate Bill 704 directed NC AHEC to “conduct a study of the issues that impact health care delivery and the health care workforce during a pandemic. The study shall focus upon the impact of the COVID-19 pandemic, issues that need to be addressed in the aftermath of this pandemic, and plans that should be implemented in the event of a future health crisis.” In order to meet legislative requirement for a report by November 2020, AHEC presented a preliminary report to the Board of Governors in October 2020, which was forwarded to the General Assembly, with an understanding that a more complete report would be available in early 2021. This report is the final version.

**Assessment:** The study examined 15 areas and offers perspectives on the successes, challenges, and needs of the health care sector. Leaders of 115 organizations that directly deliver health care services provided quantitative results, and 32 leaders of organizations that educate, regulate, and support the oversight of health care organizations and the workforce provided qualitative comments. The pandemic intensified already existing challenges and health disparities, from health care workforce shortages and a health care delivery infrastructure with limited flexibility to insufficient behavioral health care services and difficulties meeting the needs of vulnerable populations. The study provides recommended actions for five topic areas including the State of North Carolina and the health care sector to prepare the workforce for a future health crisis.

**Action:** This item is for information only.

**AGENDA ITEM**

A-4. Adaptive Courseware ..... James Ptaszynski

**Situation:** This session will inform members on the subject of adaptive-learning courseware. Adaptive-learning courseware has capabilities and potential benefits to the UNC System and student success during the pandemic and beyond. Discussion will summarize the creation and deployment of six adaptive learning courses across seven universities with nearly 2,000 students.

**Background:** Following the introduction of the personal computers in the 1980s, there has been an ongoing expectation that technology would create widespread changes to processes in higher education. While technology has significantly impacted administrative functions, it has been less impactful in supporting core teaching and learning activities. One growing exception is adaptive-learning courseware. The courseware offers the opportunity to enhance, augment, extend, and, in some cases, even replace traditional teaching practices. As a result, faculty can better understand student academic struggles and successes and explore new avenues to intervene and improve student success.

**Assessment:** Using CARES Act funding, the System Office, in collaboration with seven UNC System institutions, created six adaptive-learning courses. This presentation illustrates the benefits of using collaboratively and faculty-led adaptive courseware across the UNC System.

**Action:** This item is for information only.



## Memorandum

**To:** Committee on Educational Planning, Policies, and Programs

**From:** James Garner Ptaszynski, Ph.D., and Katherine Saul, Ph.D.

**Date:** April 21, 2021

**Subject:** Digital Learning Update on Adaptive Courseware

Over the past 35 years, technology has dramatically impacted higher education. Technological advances have significantly changed administrative and support functions but have had less effect in core teaching and learning activities. While technology can easily automate many administrative functions, (e.g., course registration), impactful implementation is much more difficult to achieve in academic practices as they require unique, and in many cases personalized, faculty-to-student interactions.

One technology-enabled solution that holds academic promise is adaptive-learning courseware. “Courseware” was initially created in the 1990s to support supplemental activities for use outside the classroom. Often, these were simply computer-automated practice tests that worked in a one-size-fits-all linear fashion. These early instantiations of courseware had little or no adaptive properties, provided few insights, (i.e., analytics), on student learning, and did not provide for personalized or adaptive learning paths.

Fast-forward to 2021, and courseware has increasingly become sophisticated, enlightening, engaging, and adaptive. This courseware offers the opportunity to enhance, augment, extend, and, in some cases, even replace traditional teaching practices. Faculty are enabled to better understand areas where students succeed or struggle and the experience offers new possibilities for faculty to intervene and actively improve student success. Not just for remote learning, adaptive-learning courseware can be used to support the traditional physical classroom, hybrid education models, and online learning.

Using CARES Act funding, the UNC System Office, in collaboration with seven UNC System institutions (Appalachian State University, East Carolina University, North Carolina A&T State University, North Carolina State University, University of North Carolina at Charlotte, The University of North Carolina at Greensboro, and The University of North Carolina at Pembroke) created six adaptive learning courses. These included three high-enrollment engineering courses (Statics, Dynamics, and Physics) and three high-enrollment chemistry courses (Chemistry I, Chemistry II, and Organic Chemistry). These courses are being tested this semester with nearly 2,000 students. Specific demonstrations and examples will be provided from one of the engineering adaptive-learning courses at NC State.



# ADAPTIVE LEARNING COURSEWARE

James Garner Ptaszynski, Ph.D.

Katherine Saul, Ph.D.

Committee on Educational Planning, Policies, and Programs

April 21, 2021

# Enabling student success

- Are students learning?
- Are they progressing adequately?
- Where are they struggling and why?
- Can we personalize teaching and learning?
- How can we enable faculty to focus on higher order teaching?



# These problems exist in all types of learning

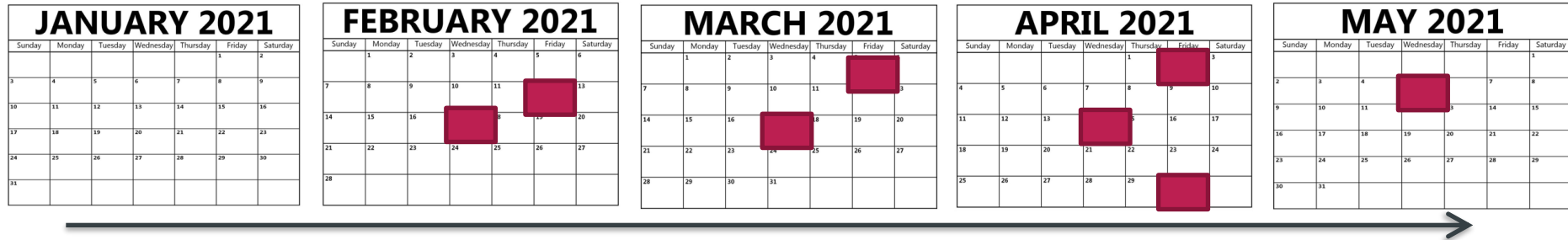






# What is adaptive learning?

## traditional course



synchronous  
lectures

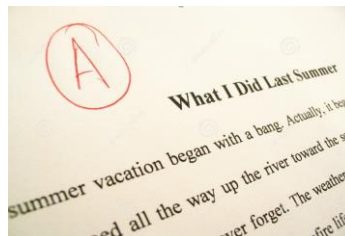


textbook



projects

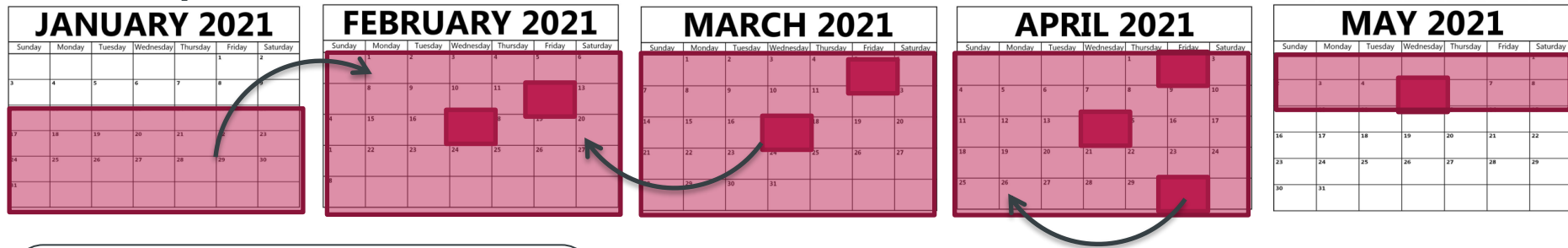
- Periodic information for faculty
- One track for students
- Static materials
- Dimensions of student success hard to tease apart



- How much time did they dedicate?
- Do they understand concepts
- How motivated are they?

# What is adaptive learning?

## adaptive course



synchronous  
lectures



textbook



projects



adaptive  
learning

- Continuous information for faculty
- Student path is personalized
- Adaptive materials
- Dimensions of student success clearly separated

Progress



Mastery



Attitude



# Adaptive learning = adaptive teaching

The screenshot displays the NCSU adaptive learning interface. On the left, a Learning Map shows a progression of topics: Point Forces (26/27), Vectors in Statics (25/27), More Point Forces (22/27), Free-Body Diagrams for a Particle in Two... (23/27), and Equilibrium for a Particle in Two Dimensions (21/27). The 'Vectors in Statics' node is highlighted with a red dashed box. A red dashed arrow points from this node to a table of questions.

The table, titled 'Questions', shows the following data:

Type	Correct	Incorrect	Min time	Max time	Avg time
Enter answer	90	52	0 secs	1 min	
Enter answer	127	10	0 secs	5 mins	
Enter answer	126	10	0 secs	8 mins	
Enter answer	125	11	0 secs	3 mins	
Enter answer	123	12	0 secs	1 min	

On the right, a question card is shown for 'Vectors in Statics'. The question asks: 'Which law (sines or cosines) would you apply first here to find L?'. A diagram shows a right triangle with a vertical side of 14 ft, a hypotenuse of length L, and an angle  $\alpha$  between the vertical side and the hypotenuse. The student's answer is 'cosines', which is marked as incorrect. The correct answer is 'sines'.



# Adaptive learning = adaptive teaching

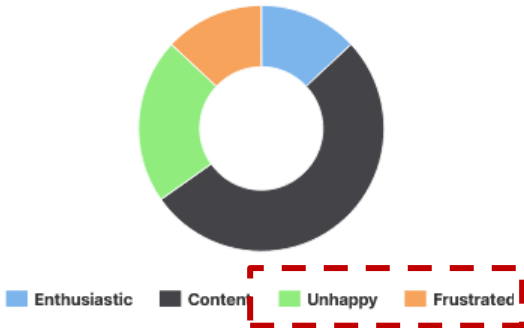
Roles / Courses / Statics - Howard / MAE 206 Spring 2021 Engineering Statics / Equilibrium for a Particle in Two Dimensions

Objective  
< **Equilibrium for a Particle in Two Dimensions**  
Due date: 2/1/2021

Need To Know Learning Map Students Analytics

5 students

Realizeit emotional framework v1.1



■ Enthusiastic ■ Content ■ Unhappy ■ Frustrated

it NC STATE

Roles / Courses / Statics - Howard / MAE 206 Spring 2021 Engineering Statics / Equilibrium for a Particle in Two Dimensions

Objective  
< **Equilibrium for a Particle in Two Dimensions**  
Due date: 2/1/2021

Need To Know Learning Map Students Analytics

✓ Weaker students (10)

Pairing Last work Time spent Est Time left Progress Mastery Composite score

**Send message**

Objective: Capstone Questions Mod 1

To: Multiple students

Hello,

I noticed you are still working to improve your mastery score for the unit due Sunday.  
I'd like to visit with you in office hours so that we can go over the concepts you are still practicing.  
I also suggest based on your practice that you review the vector section in the prerequisite material.

Best,  
KS

☒ I want a response **Send**

Student	Last work	Time spent	Est Time left	Progress	Mastery	Composite score
[Student]	Feb 1	11 hrs 51 mins	6/6	Knowledge covered	Improving: 69%	51%
[Student]	Feb 1	9 hrs 45 mins	6/6	Knowledge covered	Improving: 67%	38%
[Student]	Jan 31	2 hrs 37 mins	6/6	Knowledge covered	Beginner: 59%	36%

# Personalized experience for students



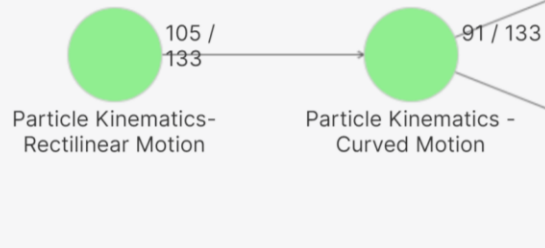
Roles / Dynamics / MAE 208 (001) Spring 2021 Engineering Dynamics / Particle Kin

Objective

## < Particle Kinematics & Kinetics

Due date: 2/14/2021

Need To Know Learning Map Students Ana



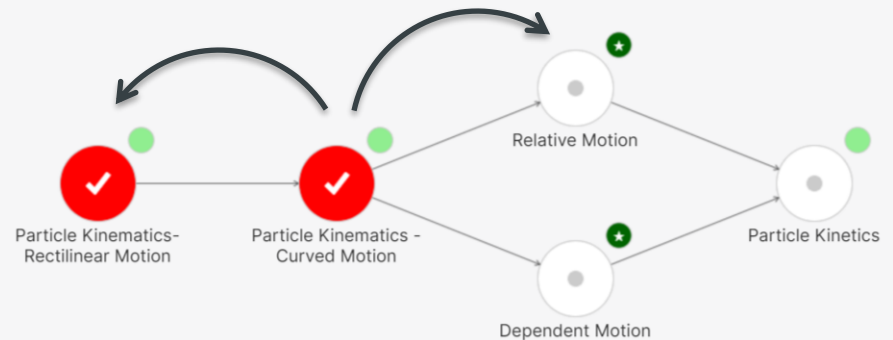
Roles / Dynamics / MAE 208 (001) Spring 2021 Engineering Dynamics / Particle Kinematics & Kinetics

Objective

## < Particle Kinematics & Kinetics

Due date: 2/14/2021

Need To Know Learning Map Students Analytics



Map

List



Locked



Available



Completed



Beginner



Improving



Competent



Proficient



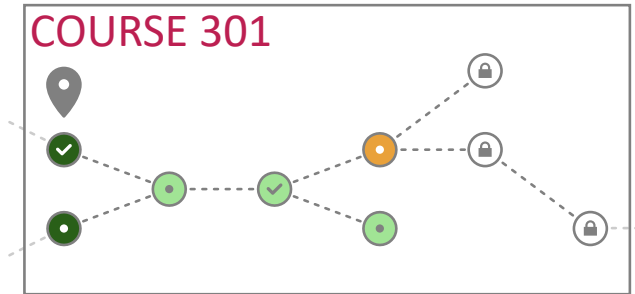
Master



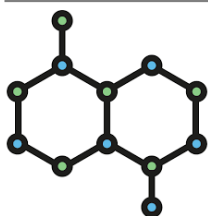
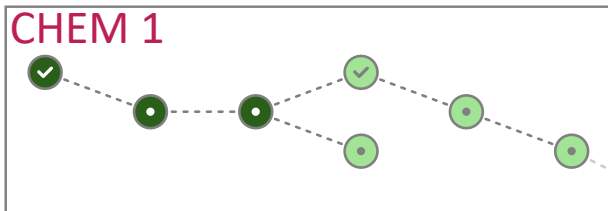
THE UNIVERSITY OF  
NORTH CAROLINA SYSTEM

# Spines of connected courses

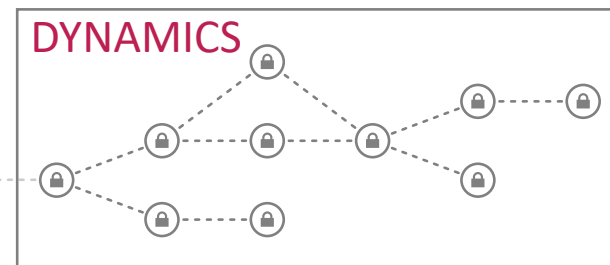
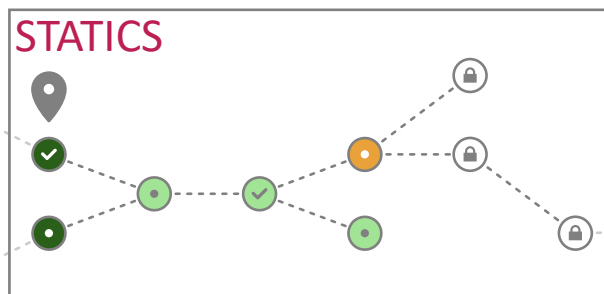
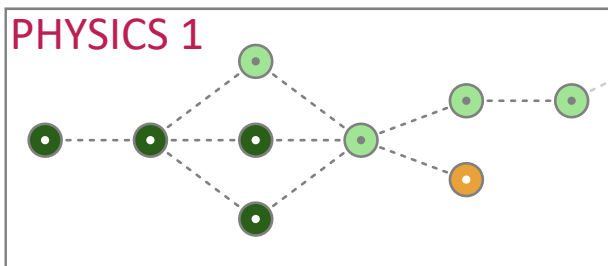
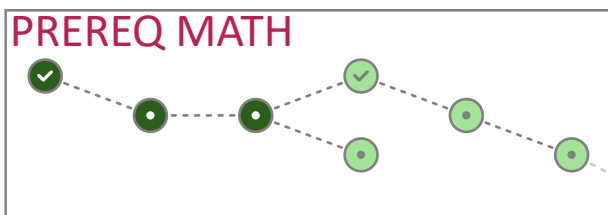
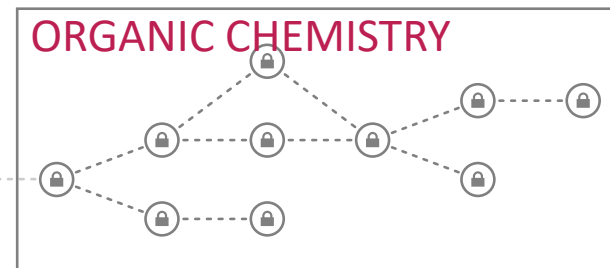
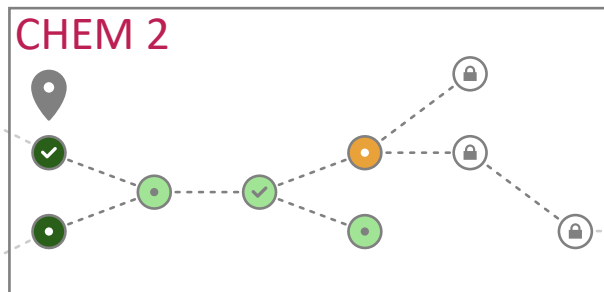
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# Spines of connected courses

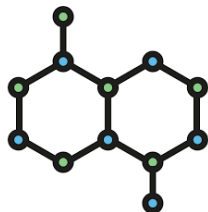


CHEMISTRY  
SEQUENCE

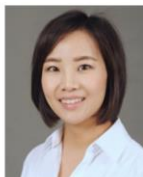


ENGINEERING  
SEQUENCE

# Development teams



**Maria Gallardo-Williams, Ph.D.**  
Teaching Associate Processor  
Organic Chemistry  
NCSU  
Organic Chemistry



**Michelle Hu, Ph.D.**  
Lecturer  
Chemistry  
UNC Greensboro  
Chemistry II



**Jordan C. Poler, Ph.D.**  
Professor  
Chemistry  
UNC Charlotte  
Chemistry I



**Kate Saul, Ph.D.**  
Associate Processor  
Mechanical and Aerospace Engineering  
NCSU  
Dynamics



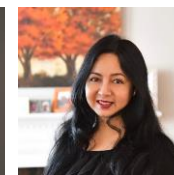
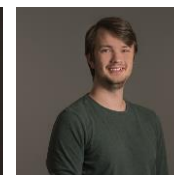
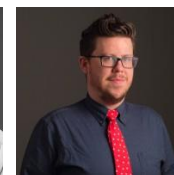
**Anna Howard, Ph.D.**  
Associate Processor  
Mechanical and Aerospace Engineering  
NCSU  
Statics



**Zodiac Webster, Ph.D.**  
Teaching Assistant Processor  
Physics  
NCSU  
Physics



## THE CENTER FOR TEACHING AND LEARNING

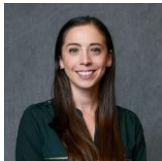
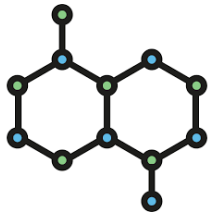


Garvey Pike Heather McCullough Bruce Richards Kiran Budhrani David Howard Daniel Davis Chris Willis David Treadwell Jakia Salam



## Distance Education and Learning Technology Applications

# Faculty/university partners reaching >1900 students this semester alone



Kirsten Daykin



Lauren Woods



Jennifer Cecile



Chris Venters



Vernal Alford



Jonathan Beaman



Meredith Storms



Daniel Christen



Chante Muller



Amanda Howell



Zack Lewis



Matt Davies



Brian Sylcott



Thaddeus Paulsel



Jenny Kant



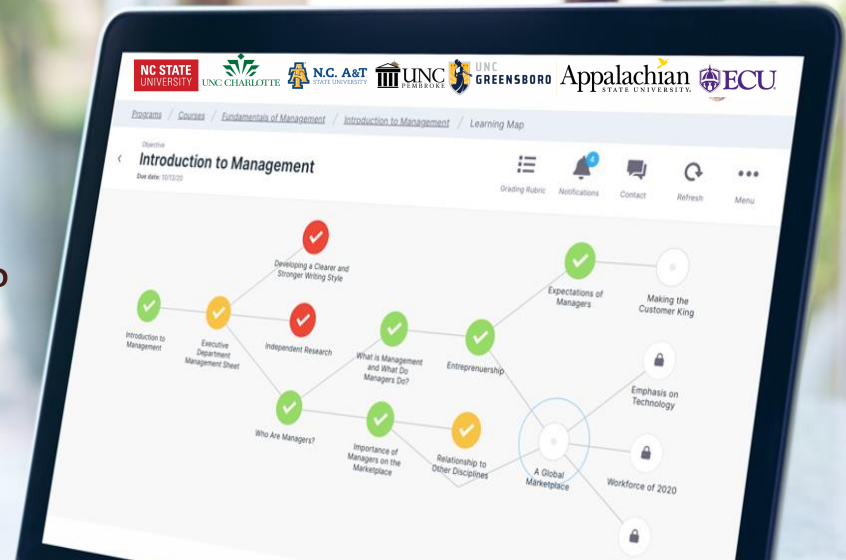
Joe Foeller



Paul Akangah

# Enabling student success

- ✓ Applicable to all modes of teaching & learning
- ✓ Are students learning?
- ✓ Are they progressing adequately?
- ✓ Where are they struggling and why?
- ✓ Can we personalize teaching and learning?
- ✓ How can we enable faculty to focus on higher order teaching?



Unhappy	6/6	Competent: 79%
Unhappy	5/6	Master: 92%
Unhappy	6/6	Proficient: 87%



THANK YOU

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# QUESTIONS?

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## AGENDA ITEM

- A-5. Section 700.1.3 of the UNC Policy Manual – Waiver of Penalties and  
Warning of Exceeding the Cap ..... Kimberly van Noort

<b>Situation:</b>	The Committee on Educational Planning, Policies, and Programs adopted revisions to Section 700.1.3 of the UNC Policy Manual that would raise the cap on non-resident first-time (freshmen) undergraduate enrollment from 18 percent to 25 percent effective fall 2021 at the University of North Carolina System HBCUs . That proposed revisions will be voted on by the full Board of Governors through the April 2021 meeting consent agenda. Action now needs to be taken regarding institutions which had previously exceeded the designated cap.
<b>Background:</b>	At its November 18, 2020 meeting, the Committee on Educational Planning, Policies, and Programs discussed the 18 percent cap in the context of three universities which had exceeded the cap for the fall 2020 incoming freshmen class. The committee asked President Hans to study and propose possible avenues by the end of the first quarter of 2021. The chancellors of the five UNC System HBCUs requested President Hans to take the steps necessary to increase the cap on freshmen, out-of-state students from 18 percent to 25 percent by amending Section 700.1.3 of the UNC Policy Manual. The letter further requested that penalties not be assessed for any HBCU which exceeded this cap prior to fall 2020.
<b>Assessment:</b>	Two of the three institutions that exceeded the 18 percent cap prior to fall 2020, Elizabeth City State University and North Carolina A&T State University, received Board authorization to do so for at least some portion of those years. The third institution, North Carolina Central University, did not receive authorization. It is proposed that the provisions of Section 700.1.3(e) be waived for institutions prior to fall 2020, and NCCU receive a warning for exceeding the cap for fall 2020. Should NCCU exceed the cap in fall 2021, it will be assessed budget reductions as outlined in the UNC Policy Manual.
<b>Action:</b>	This item requires a vote by the committee and a vote by the full Board of Governors.