THE UNIVERSITY OF NORTH CAROLINA SYSTEM

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

October 19, 2022 at 10:30 a.m.
Via Videoconference and PBS North Carolina Livestream
University of North Carolina System Office
140 Friday Center Drive, Room 128
Chapel Hill, North Carolina

AGENDA

OPEN SESSION

A-1. Approval of the Minutes of September 21, 2022 ..... Temple Sloan

A-2. Academic Affairs Update ..... David English
- a) 2021-2022 Board of Governors Teaching Awards Use of Fund Report
- b) UNC System Intercollegiate Athletics and Financial Transparency Report
- c) Update on the UNC System Educational Career Alignment (ROI)

A-3. UNC System Literacy Instruction Update ..... Laura Bilbro-Berry

A-4. Education Preparation Report ..... Laura Bilbro-Berry

A-5. UNC System Academic Degree Program Actions ..... David English

A-6. Comprehensive Articulation Agreement Annual Report ..... David English

A-7. Revisions to Comprehensive Articulation Agreement ..... David English

A-8. Proposed Revision to Section 400.1.5 of the UNC Policy Manual, *Policy on Fostering Undergraduate Student Success* ..... David English

A-9. Proposed Revision to Section 700.1.3 of the UNC Policy Manual, *Policy on Non-Resident Undergraduate Enrollment* ..... David English

A-10. Adjourn

DRAFT MINUTES OPEN SESSION

September 21, 2022 at 2:00 p.m.
Via Videoconference and PBS North Carolina Livestream
University of North Carolina System Office
140 Friday Center Drive, Board Room
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 joined, constituting a quorum: Kirk Bradley, Wendy Murphy, Anna Nelson, Raymond Palma, and Art Pope.

Chancellors participating were Franklin Gilliam, Todd Roberts, and Elwood Robinson.

Chair of the UNC Faculty Assembly Wade Maki also participated.

Staff members participating included David English and others from the UNC System Office.

OPEN SESSION

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

Chair Sloan called the meeting to order at 2:04 p.m. on September 21, 2022.

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.

Chair Sloan called for a motion to approve the minutes of July 20, 2022.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the minutes of July 20, 2022, as distributed.

Motion: Kirk Bradley
Motion carried

2. Academic Affairs Update (Item A-2)

Dr. David English gave a report about activity across the 17 UNC System institutions.

3. 2021-2022 Annual Report of the Committee on Educational Planning, Policies, and Programs (Item A-3)

As required, the UNC System Office provides an annual report to the Board each year summarizing the activities of the committee.

Chair Sloan called for a motion to approve the 2021-22 Annual Report of the Committee on Educational Planning, Policies, and Programs.

MOTION: Resolved, that the committee approves the 2021-22 Annual Report of the Committee on Educational Planning, Policies, and Programs.

Motion: Art Pope
Motion carried

4. Update on the UNC System Educational Career Alignment (ROI) (Item A-4)

Recurring progress accounts on the "Return on Investment (ROI) Study" conducted by the System Office and Deloitte LLC will be presented regularly to the committee as requested. For information only.

5. UNC System Academic Degree Program Actions (Item A-5)

The following requests for academic degree program establishments were put forth:

- North Carolina State University — Bachelor of Science in Music Technology
- The University of North Carolina at Greensboro — Bachelor of Science in Human Health Sciences

Chair Sloan called for a motion to approve the requests for two academic degree program establishments.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the requests for the two academic degree program establishments as discussed and submit to the full Board through the consent agenda.

Motion: Wendy Murphy
Motion carried

The following requests for academic degree program discontinuation and consolidations were put forth:

- North Carolina State University — Master's in Agricultural and Resource Economics, Master's in Mechanical Engineering, Master of Education in Educational Administration and Supervision, Master of Science in Educational Administration and Supervision.

Chair Sloan called for a motion to approve the requests for the four academic degree program discontinuations and consolidations.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the requests for the four academic degree program discontinuations and consolidations as discussed and submit to the full Board through the consent agenda.

Motion: Kirk Bradley
Motion carried

6. Early College High School Graduates Report (Item A-6)

The report due to the Joint Legislative Education Oversight Committee provides data outlining the number of students who graduated from a cooperative innovative high school program with an associate degree and provides detail about how many of those students entered the UNC System as freshmen and how many entered as transfer students.

Chair Sloan called for a motion to approve the report.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the Early College High School Graduates Report and submit to the full Board through the consent agenda.

Motion: Wendy Murphy
Motion carried

7. Early College High School Graduates Report (Item A-7)

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

> Johnson and Wales University, an existing licensee, seeks to offer a Bachelor's in Exercise and Sports Science and a Bachelor's in Healthcare Administration.
>
> Northeastern University, an existing licensee, seeks to offer a Doctor of Law and Policy, a Master of Science in Applied Behavior Analysis, a Bachelor of Science in Speech-Language Pathology & Audiology, a Master of Public Health, and a Master of Science Speech-Language Pathology.
>
> Thales College, an existing licensee, seeks to offer a Bachelor's in Mechanical Engineering.
>
> University of Southern California, an existing licensee, seeks to offer a Master of Arts in Foodservice Management and Dietetics, a Master of Science in Lifespan, Nutrition, and Dietetics, and a Master of Science in Applied Technology and Aging.
>
> Two institutions seek to offer a limited license for students to conduct field experiences in North Carolina: Mount Saint Mary's University and California State University.

Chair Sloan called for a motion to approve the licensure applications.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the above

licensure applications and limited licenses and recommend approval to the Board of Governors for a vote through the consent agenda.

Motion: Kirk Bradley
Motion carried

There being no further business and without objection, the meeting adjourned 2:38 p.m.

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Anna Nelson, Secretary

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

MEETING OF THE BOARD OF GOVERNORS
Committee on Educational Planning, Policies, and Programs
October 19, 2022

AGENDA ITEM

A-2. Academic Affairs Update ..... David English

Situation: The committee will hear an update on recent activities involving academic affairs.

Background: The University of North Carolina System Office Division of Academic Affairs complements the UNC System's core academic mission, supports faculty, and ensures success for research and sponsored and international programs. The division also aids with student affairs and other access and outreach activities.

Assessment: Information will be provided to the committee on recent updates in academic affairs at the UNC System Office and across the 17 institutions.

Action: This item is for information only.

BOARD OF GOVERNORS AWARDS FOR EXCELLENCE IN TEACHING
2022 USE OF ADDITIONAL FUNDS SUMMARY REPORT

INSTITUTION	AWARD RECIPIENT	TITLE	DEPARTMENT	AMOUNT OF AWARD
ASU	Joseph Bathanti	Professor	English	$1,500.00
	Andrew Bellemer	Associate Professor	Biology	1,000.00
	Jie Xiong	Associate Professor	Computer Information Systems	1,000.00
	Theresa Redmond	Associate Professor	Curriculum & Instruction	1,000.00
	Jeana Klein	Professor	Art	1,000.00
	Brooke Hofsess	Associate Professor	Art	1,000.00
			STATE FUNDS	**6,500.00**
			CAMPUS FUNDS	**0.00**
			TOTAL ASU FUNDS AWARDED	**6,500.00**
ECU	Alexander, Marina	Associate Professor	Interior Design & Merchandising	1,000.00
	Field, Erin	Assistant Professor	Biology	1,000.00
	Drake, John	Associate Professor	Management Information Systems	1,000.00
	Franklin, Nicole	Teaching Instructor	Voice/Music	1,000.00
	Kane, Melinda	Associate Professor	Sociology	1,000.00
	Mizelle, Elizabeth	Assistant Professor	Department of Baccalaureate Education, Nursing	1,000.00
			STATE FUNDS	**6,000.00**
			CAMPUS FUNDS	**0.00**
			TOTAL ECU FUNDS AWARDED	**6,500.00**
ECSU	Kacey DiGiacinto	Professor	Health & Human Studies	1,500.00
	Dolapo Adedeji	Associate Professor	Health & Human Studies	1,400.00
	Jeffrey Rousch	Professor	Natural Sciences	2,200.00
	Malcolm Dcosta	Associate Professor	Mathematics, Computer Science & Engineering	2,200.00
	Melissa Stuckey	Assistant Professor	Social Sciences	2,200.00
			STATE FUNDS	**9,500.00**
			CAMPUS FUNDS	**0.00**
			TOTAL ECSU FUNDS AWARDED	**9,500.00**

INSTITUTION	AWARD RECIPIENT	TITLE	DEPARTMENT	AMOUNT OF AWARD
FSU	Murat Adivar	Professor	Management	500.00
	Bradley Mills	Assistant Professor	Special Education	500.00
	Linda Wilson-Jones	Professor	Educational Leadership	500.00
	Bhoj Gautam	Assistant Professor	Physics	500.00
	Bing Wu	Professor	Mathematics	500.00
	Erica Campbell	Associate Professor	Social Work	500.00
	Jelisa Clark	Assistant Professor	Sociology	500.00
	Laura Coyle	Associate Professor	Psychology	500.00
	Joshua Murray	Assistant Professor	English	500.00
	Trung Tran	Assistant Professor	Geospatial Science	500.00
	Murat Adivar	Professor	Management	1,000.00
	Bradley Mills	Assistant Professor	Special Education	1,000.00
	Bhoj Gautam	Assistant Professor	Physics	1,000.00
	Trung Tran	Assistant Professor	Geospatial Science	1,000.00
	Bradley Mills	Assistant Professor	Special Education	4,000.00
			STATE FUNDS	**9,500.00**
			CAMPUS FUNDS	**3,548.00**
			TOTAL FSU CAMPUS FUNDS AWARDED	**13,048.00**
NC A&T	Robert Newman	Associate Professor	Biology	1,000.00
	Stephanie Kelly	Associate Professor	Business Information Systems and Analytics	1,000.00
	Geleana Alston	Associate Professor	Leadership Studies and Adult Education	1,000.00
	Ahmed Megri	Associate Professor	Civil, Architectual and Environmental Engineering	1,000.00
	Elizabeth Hopfer	Associate Professor	Family and Consumer Sciences	1,000.00
	Arnab Bhowmik	Assistant Professor	Natural Resources and Environmental Design	1,000.00
	Misty Thomas	Assistant Professor		1,000.00
			STATE FUNDS	**6,500.00**
			CAMPUS FUNDS	**500.00**
			TOTAL NCA&T FUNDS AWARDED	**7,000.00**

INSTITUTION	AWARD RECIPIENT	TITLE	DEPARTMENT	AMOUNT OF AWARD
NCCU	Jessica Davis-Ganao	Associate Professor	Criminal Justice	3,166.00
	Hilary Huskey	Lecturer	Art and Design	3,166.00
	Charity Watkins	Assistant Professor	Social Work	3,166.00
			STATE FUNDS	**9,500.00**
			CAMPUS FUNDS	**0.00**
			STATE FUNDS UNSPENT	**2.00**
			TOTAL NCCU FUNDS AWARDED	**9,498.00**
NC STATE	Steve Barr	Professor	Management, Innovation and Entrepreneurship	650.00
	Jason Bocarro	Professor	Parks, Recreation and Tourism Management	650.00
	Laura Clarke	Professor	Physics	650.00
	David Crouse	Professor	Crop and Soil Sciences	650.00
	Jody Gookin	Professor	Clincal Sciences	650.00
	Russell Gorga	Professor	Textile Engineering, Chemistry and Science	650.00
	Shevaun Neupert	Professor	Psychology	650.00
	Margaret Baker	Graduate Teaching Assistant	Communication, Rhetoric and Digital Media	300.00
	Whitney Becker	Graduate Teaching Assistant	Psychology	300.00
	Anna Beeson	Graduate Teaching Assistant	Biological Sciences	300.00
	Talia Brenner	Graduate Teaching Assistant	History	300.00
	Kelsey Dufresne	Graduate Teaching Assistant	Communication, Rhetoric and Digital Media	300.00
	Heather Finster	Graduate Teaching Assistant	Psychology	300.00
	Rosa McDonald	Graduate Teaching Assistant	Architecture	150.00
			STATE FUNDS	**6,500.00**
			CAMPUS FUNDS	**0.00**
			TOTAL NC STATE FUNDS AWARDED	**6,500.00**
UNCA	Marietta Cameron	Professor	Computer Science	2,500.00
	Evan Gurney	Associate Professor	English	1,750.00
	Angel Kaur	Assistant Professor	Chemistry	1,750.00
	Jinhua Li	Associate Professor	International Studies	1,750.00
	Anne Slatton	Senior Lecturer	Mass Communication	1,750.00
	Megan Underhill	Assistant Professor	Sociology & Anthropology	1,750.00

INSTITUTION	AWARD RECIPIENT	TITLE	DEPARTMENT	AMOUNT OF AWARD
	Aaron Snook	Adjunct	Drama	1,750.00
			STATE FUNDS	**9,500.00**
			CAMPUS FUNDS	**3,500.00**
			TOTAL UNCA FUNDS AWARDED	**13,000.00**
UNC-CH	Alexa Chew	Clinical Professor	School of Law	5,000.00
	Beth Posner	Clinical Associate Professor	School of Law	5,000.00
	Jocelyn Glazier	Associate Professor	School of Education	5,000.00
	Theresa Palmer	Clinical Associate Professor	School of Social Work	5,000.00
			STATE FUNDS	**6,500.00**
			CAMPUS FUNDS	**13,500.00**
			TOTAL UNC-CH FUNDS AWARDED	**20,000.00**
UNCC	Nadia Najjar	Teaching Assistant Professor	Software and Information Systems	1,000.00
	David Wilson	Professor	Software and Information Systems	1,000.00
	Bowling, Jessamyn	Assistant Professor	Public Health Sciences	300.00
	Cramer, Robert	Associate Professor	Public Health Sciences	300.00
	McCarter, Susan	Professor	Social Work	300.00
	McGuffin, Drew	Clinical Asst.Prof.	Nursing	300.00
	Laditka, Sarah	Professor	Public Health Sciences	300.00
	Dahl, Alicia	Assistant Professor	Public Health Sciences	300.00
	Sawhney, Monika	Associate Professor	Public Health Sciences	300.00
	Edwards-Knight, Kevin	Lecturer	Social Work	300.00
	Larissa Huber	Professor	Public Health Sciences	300.00
	Hilary Dack	Associate Professor	Middle, Secondary, & K-12 Education	1,500.00
	Kristin Davin	Associate Professor	Middle, Secondary, & K-12 Education	1,500.00
	Jeanneine Jones	Professor	Middle, Secondary, & K-12 Education	1,500.00
	Bettie Ray Butler	Associate Professor	Middle, Secondary, & K-12 Education	1,500.00
	Pamela Broome	Principal	COED - Lab School	1,000.00
	Elonda Steele	Admin Support Associate	Middle, Secondary, & K-12 Education	1,000.00
	Renee Mosher	CMS Teacher	N/A (College of Education)	1,500.00

INSTITUTION	AWARD RECIPIENT	TITLE	DEPARTMENT	AMOUNT OF AWARD
	Jeanneine Jones	Associate Professor	Middle, Secondary, & K-12 Education	2,500.00
	Florence Martin	Professor	Educational Leadership	2,500.00
	Samantha Gesel	Assistant Professor	Special Education and Child Development	5,000.00
	Tiffany Morin	Lecturer	English	500.00
	L. Katie Kutcher	Part-time Instructor	Gerontology Program	500.00
	Alan Rauch	Professor	English	3,000.00
	Michael Walter	Associate Professor	Chemistry	3,000.00
	Kristin Rothrock	Senior Lecturer	Art & Art History	1,000.00
	Kimberly Warren	Associate Professor	Civil and Environmental Engineering	1,500.00
	Omidreza Shoghli	Assistant Professor	Engineering Technology and Construction Mgmt	1,500.00
	Various faculty members		Office of Academic Affairs	17,500.00
				52,700.00
			STATE FUNDS	**6,500.00**
			CAMPUS FUNDS	**46,200.00**
			TOTAL UNCC FUNDS AWARDED	**52,700.00**
UNCG	Heather Moorefield-Lang	Associate Professor	Library and Information Studies	1,000.00
	Jason Reddick	Associate Professor	Chemistry & Biochemistry	1,000.00
	Brandi Apple	Clinical Assistant Professor	Nursing	1,000.00
	Dennis Lajeunesse	Professor	Nanoscience	500.00
	Sudha Shreeniwas	Associate Professor	Human Development & Family Studies	1,000.00
	Mark Engebretson	Professor	Music	1,000.00
	Arran Caza	Associate Professor	Management	1,000.00
			STATE FUNDS	**6,500.00**
			CAMPUS FUNDS	**0.00**
			TOTAL UNCG FUNDS AWARDED	**6,500.00**
UNCP	Whitney Akers	Assistant Professor	Counseling	1,750.00
	Autumn Lauzon	Lecturer	English, Theatre, and World Languages	1,750.00
	Naomi Lifschitz-Grant	Associate Professor	Art	1,750.00
	Meredith Storms	Professor	Chemistry and Physics	1,750.00

INSTITUTION	AWARD RECIPIENT	TITLE	DEPARTMENT	AMOUNT OF AWARD
	Christopher Woolley	Associate Professor	History	1,750.00
	Maxwell Dosser	Adjunct	Mass Communications	750.00
			STATE FUNDS	**9,500.00**
			CAMPUS FUNDS	**0.00**
			TOTAL UNCP FUNDS AWARDED	**9,500.00**
UNCW	Victor Malo-Juvera	Professor	Department of English	1,500.00
	Victor Malo-Juvera	Professor	Department of English	5,000.00
	Wayland Tseh	Professor	School of Health and Applied Human Sciences	5,000.00
	Amanda Boomershine	Professor	Department of World Languages and Cultures	5,000.00
	Amanda Williard	Professor	Department of Biology and Marine Biology	5,000.00
	Amy Taylor	Professor	Department of Early Childhood, Elementary, Middle, Literacy and Special Education	5,000.00
	Brian Arbogast	Professor	Department of Biology and Marine Biology	5,000.00
	Arthur Frampton	Associate Professor	Department of Biology and Marine Biology	1,000.00
	Beverley McGuire	Professor	Department of Philosophy and Religion	1,000.00
	Rachael Urbanek	Associate Professor	Department of Environmental Sciences	1,000.00
	Alexia Franzidis	Associate Professor	School of Health and Applied Human Sciences	1,000.00
	Victoria Hansen	Associate Professor	Department of Accountancy	1,000.00
	Daisyane Barreto	Associate Professor	Department of Instructional Technology, Foundations and Secondary Education	1,000.00
	Heather Corpus	Lecturer	Department of Chemistry and Biochemistry	1,000.00
	Lori Dugan	Senior Lecturer	School of Social Work	1,000.00
	Ann Rotchford	Senior Lecturer	Departmenf of Sociology and Criminology	1,000.00
	Nicole Draina	Part Time Lecturer	Department of English	1,000.00
	Jessica Hartmann	Part Time Lecturer	School of Health and Applied Human Sciences	1,000.00
	Robert Pious	Part Time Lecturer	Department of Management/Department of	1,000.00
	Brian Williamson	Part Time Lecturer	School of Social Work	1,000.00
	Nadia Treviso	Graduate Teaching Assistant	Department of World Languages and Cultures	250.00
	Marae West	Graduate Teaching Assistant	Department of Biology and Marine Biology	250.00
	Megan Bolden	Graduate Teaching Assistant	Department of Educational Leadership	250.00
	Savannah Geidel	Graduate Teaching Assistant	Department of English	250.00

INSTITUTION	AWARD RECIPIENT	TITLE	DEPARTMENT	AMOUNT OF AWARD
			STATE FUNDS	**6,500.00**
			CAMPUS FUNDS	**45,000.00**
			TOTAL UNCW FUNDS AWARDED	**51,500.00**
UNCSA	Allison Gagnon	Professor	School of Music	2,500.00
	Carrie Hart	High School faculty	High School Academic Program	2,500.00
	Chris Heckman	Assistant Professor	School of Filmmaking	2,500.00
	Jared Redick	Associate Professor	School of Dance	2,500.00
	Allen Smith	High School faculty	High School Academic Program	2,500.00
			STATE FUNDS	**9,500.00**
			CAMPUS FUNDS	**3,000.00**
			TOTAL UNCSA FUNDS AWARDED	**12,500.00**
WCU	Benjamin Steere	Associate Professor	Anthropology & Sociology	1,500.00
	Lori Oxford	Associate Professor	World Languages	500.00
	Scott Eldredge	Assistant Professor	Communication	500.00
	Channa De Silva	Associate Professor	Biology	1,000.00
	Audrey Redford	Assistant Professor	Economics	1,000.00
	Siham Lekchiri	Assistant Professor	Human Services	500.00
	Roya Scales	Professor	Teaching and Learning	500.00
	Amber Thompson	Assistant Professor	Engineering & Technology	1,000.00
	Chad Hallyburton	Assistant Professor	Health Sciences	500.00
	Tim Eckard	Assistant Professor	Physical Therapy	500.00
			STATE FUNDS	**6,500.00**
			CAMPUS FUNDS	**1,000.00**
			TOTAL WCU FUNDS AWARDED	**7,500.00**
WSSU	Dawn Tafari	Associate Professor	Education	4,500.00
	Xiuping Tao	Associate Professor	Chemistry	3,500.00
	Daniel Rose	Assistant Professor	Behavioral Sciences	3,500.00
	Breonte Guy	Associate Professor	Psychological Sciences	3,500.00

INSTITUTION	AWARD RECIPIENT	TITLE	DEPARTMENT	AMOUNT OF AWARD
	Radscheda Nobles	Assistant Professor	History, Politics & Social Justices	3,500.00
	Kelly Minor	Assistant Professor	Psychological Sciences	3,500.00
	Charity Griffin	Associate Professor	Psychological Sciences	3,500.00
	Carol Cain	Associate Professor	Accounting, Economics, and Finance	3,500.00
	Rafael Loureiro	Assistant Professor	Biological Sciences	3,500.00
			STATE FUNDS	**9,500.00**
			CAMPUS FUNDS	**23,000.00**
			TOTAL WSSU FUNDS AWARDED	**32,500.00**
NCSSM	John Kirk	Instructor of Engineering	Engineering & Computer Science	2,500.00
	Sam Wheeler	Instructor of Science	Science	2,500.00
	Kim Monahan	Instructor of Biology	Science	1,125.00
	Chris Thomas	STEM Instructor	Extended Learning	1,125.00
	Garrett Love	Chair of Engineering	Engineering & Computer Science	1,125.00
	Carrie Alter	Instructor of Fine Arts	Humanities	1,125.00
			STATE FUNDS	**9,500.00**
			CAMPUS FUNDS	**0.00**
			TOTAL NCSSM FUNDS AWARDED	**9,500.00**
			STATE FUNDS AVAILABLE	**134,500.00**
			STATE FUNDS UNSPENT	**2.00**
			STATE FUNDS EXPENDED	**134,498.00**
			ADDITIONAL CAMPUS FUNDS EXPENDED	**139,248.00**
			2022 GRAND TOTAL AWARDS	**273,746.00**

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

REPORT: UNC SYSTEM INTERCOLLEGIATE ATHLETICS & FINANCIAL TRANSPARENCY REPORT 2020-21

October 19, 2022

University of North Carolina System
Chapel Hill, North Carolina

Introduction

The Board of Governors of the University of North Carolina System has delegated the responsibility for intercollegiate athletics to the chancellors, which includes the required reporting of academic characteristics and performance of the University of North Carolina System's student-athletes. This report follows all reporting standards required by the Board and incorporates the following required elements:

- Academic profiles of freshmen student-athletes;
- Majors of student-athletes;
- NCAA academic success indicators;
- Comparisons of student-athlete and non-student-athlete GPAs;
- Athletics department financial information as reported to the NCAA; and
- Athletics fundraising and private foundation activities that support student-athletes and athletic departments.

Section 1100.1 of the UNC Policy Manual, *Intercollegiate Athletics,* requires the chancellors to submit the information contained in this report to their Board of Trustees and the president of the University of North Carolina System, who subsequently provides a consolidated report to the Board. The UNC System Office traditionally collects the information and data for this report in the second half of each calendar year and subsequently presents a report to the Board in the spring; the current report was delayed due to a variety of factors, including data availability at the NCAA.

Academic Profile of Recruited Freshmen Student-Athletes

Exceptions to UNC System Minimum Course Requirements and Minimum Eligibility Requirements

All admissions to the University, whether for student-athletes or non-student-athletes, are subject to Section 700.1.1 of the UNC Policy Manual, *Policy on Minimum Eligibility Requirements for Undergraduate Admission for the University of North Carolina System*, and Section 700.1.1.1[R], *Regulation on Minimum Eligibility Requirements for Undergraduate Admission for the University of North Carolina System*. Policies on minimum course requirements (MCRs) and minimum eligibility requirements (MERs) set standards for completed high school courses, as well as minimum GPA and standardized scores for admissions consideration at a UNC System institution. If students do not meet these minimum requirements, they may be admitted only by receiving a chancellor's exception.

In 2020-21, a total of 1,318 recruited freshmen student-athletes enrolled at UNC System institutions and of those students:

- 27 (2 percent) received an MCR exception; and
- 61 (4.6 percent) received an MER exception.

Table 1 provides the number of exceptions to the MCRs and MERs for all recruited freshmen student-athletes in 2020-21 by institution, with some information redacted to maintain student-athlete privacy.[1]

Table 1: Exceptions to UNC System Minimum Course Requirements and Minimum Eligibility Requirements, 2020-21

NCAA Division		Recruited Freshmen Student-Athletes: 2020-21				
		Total	MCR Exceptions		MER Exceptions	
			n	%	n	%
ASU	I	98	***	***	***	***
ECU	I	76	-	-	15	19.7
ECSU	II	38	-	-	8	21.1
FSU	II	45	-	-	6	13.3
NC A&T	I	73	5	6.8	9	12.3
NCCU	I	52	-	-	***	***
NC State	I	148	8	5.4	6	4.1
UNCA	I	80	***	***	***	***
UNC-CH	I	187	***	***	***	***
UNCC	I	126	7	5.6	5	4.0
UNCG	I	45	***	***	***	***
UNCP	II	101	***	***	***	***
UNCW	I	107	-	-	-	-
WCU	I	108	-	-	-	-
WSSU	II	34	-	-	-	-
UNC System Total		**1,318**	**27**	**2.0**	**61**	**4.6**

"-" indicates zero student-athletes or scores were reported in this category

*** indicates that the data is not disclosed due to a small sample size

H*igh School NCAA Core Course GPA and SAT/ACT of Recruited Freshmen Student-Athletes*

A student-athlete who enrolls as a first-time freshman without any previous full-time college attendance must meet the NCAA's academic requirements (as certified by the NCAA Eligibility Center and approved by the NCAA Executive Committee) and any applicable institutional and conference regulations. Among these academic measures are SAT and ACT scores and the high school grade point average in NCAA-defined high school core courses.[2]

[1] The UNC System Office follows the NCAA standard for FERPA data protections: when institutional data include four or fewer student-athletes and/or when the data combined with publicly available information could result in the information being identifiable because of a small sample size (four or fewer), this information is not disclosed.

[2] Average high school NCAA core course GPA is based on 16 core courses for Division I schools and 14 core courses Division II schools. For additional information, see: http://www.ncaa.org/student-athletes/future/core-courses.

Due to several changes and issues, Table 2 will not display standardized test scores. COVID-19 wreaked havoc with standardized testing during academic year 2020-21, including testing centers being closed and testing dates cancelled. The lack of testing availability, among other issues, caused the NCAA Eligibility Center to not use test scores for eligibility determination for the fall or spring semesters of academic year 2020-21 (which has been extended to future years as well). Additionally, the Board revised the minimum eligibility requirements in March 2020. Applicants could achieve either a minimum 2.5-weighted high school grade point average (GPA) ***or*** a minimum SAT of 1010 or ACT of 19. Based on the mid-cycle change in verbiage from an "and" statement to an "or" statement regarding the minimum eligibility requirements, and with not all recruited freshmen student athletes (RFSA) having standardized test scores, reporting on the data would not be consistent nor comparable for this cycle.

Table 2: Average High School NCAA Core Course GPA of Recruited Freshmen Student-Athletes, 2020-21

	NCAA Division	# of RFSA	Core Course GPA
ASU	I	98	3.57
ECU	I	76	3.38
ECSU	II	38	2.63
FSU	II	45	2.99
NC A&T	I	73	3.37
NCCU	I	52	3.30
NC State	I	148	3.66
UNCA	I	80	3.56
UNC-CH	I	187	3.73
UNCC	I	126	3.42
UNCG	I	45	3.55
UNCP	II	101	3.21
UNCW	I	107	3.65
WCU	I	108	3.41
WSSU	II	34	2.50

Student-Athlete Declared Majors

As usual, the top major for our student-athletes is business, management, marketing, and related support services (544). The next most popular majors are also consistent with most years: parks, recreation, and leisure and fitness studies (287) and communication, journalism and related programs (244), followed closely by health professions and related programs (243). The business area accounts for almost 23 percent of all majors selected, and 56 percent of student-athletes are majoring in these top four educational programs. See Appendix A for a full accounting.

Student-Athlete Academic Success Indicators

NCAA Academic Progress Rates for Student-Athletes

The NCAA developed the Academic Progress Rate (APR) to track Division I academic achievement and progress by athletic teams. The metric measures eligibility and retention of scholarship student-athletes for each academic term; the NCAA recognizes superior academic performances and has graduated levels of penalties —including being ineligible for championships — for teams that fall below a four-year average APR score of 930 (out of 1,000).[3]

Due to the continuing impacts of COVID-19, the NCAA has suspended penalties for teams who fall below the four-year 930 average. The pause in penalties has been extended through the spring of 2023. However, APR scores were checked for this report, and **all Division I UNC System institutions had team multi-year APRs above the 930 threshold.**

Non-Academic NCAA Violations

In addition to monitoring the academic work of student-athletes via the APR, the NCAA strictly monitors breaches of conduct that impact "the integrity of the NCAA Collegiate Model."[4] The four levels of violations range from severe (Level I, e.g., substantial impermissible benefits) to incidental (Level IV, e.g., inadvertent, isolated infractions). Incidents of Levels I and II violations are shared with the public by the NCAA, while Level III violations are heavily redacted and only shared upon request.

During the academic year 2020-21, no UNC System institutions incurred Level I or II violations.

Academic Integrity at UNC System Institutions

Academic Integrity Regulations

As part of the UNC System's ongoing efforts to monitor and protect the integrity of its curriculum and academic records, the Board required that each institution develop practices and procedures to implement the academic integrity regulations adopted in April 2013. Many institutions were proactive in their monitoring of academics, developing polices well in advance of the adoption of Section 700.6.1[R]. The regulation follows the recommendations from multiple task forces, studies, and extensive discussions with various stakeholders.

[3] According to the NCAA, an APR of 930 is equivalent to a 50% graduation rate for the cohort. For additional information and details on the APR, see: https://www.ncaa.org/sports/2015/5/19/academic-progress-rate-explained.aspx?id=3191. NCAA APR reports for are posted and one can tailor a search for institutions (and conferences) at: https://web3.ncaa.org/aprsearch/aprsearch.

[4] Level I violation is one that "…seriously undermine or threaten the integrity…" while a Level II violation is described as "…may compromise the integrity of the NCAA Collegiate Model." For complete NCAA explanations of the violation levels, see https://web3.ncaa.org/lsdbi/search/bylawView?id=31596.

Student-Athletes, Academics, and Institutional Procedures

Section 700.6.1.1[G] of the UNC Policy Manual, *Guideline on Academic Integrity and Required Course-Clustering Analysis of Student-Athletes,* requires that institutions conduct course clustering and transcript review analyses to identify any anomalies that may be present among student-athletes. Specifically, institutions reviewed all courses and flagged any course where student-athletes make up 25 percent or more of course section enrollment (identified as "course clustering" of student-athletes). If course enrollment did consist of 25 percent or more student-athletes, the course institution flagged the course for additional review, including examining the grade distribution of student-athletes and non-student-athletes in the course section for significant differences between these two groups. Additionally, any student-athletes who were found to be in three or more flagged courses had their transcripts reviewed to ensure that no academic irregularities occurred.

UNC System institutions reviewed enrollment data and transcripts for hundreds of student-athletes to examine them for possible course clustering and/or significant differences in grade distributions between student-athletes and non-athletes. **No UNC System institution identified issues, after this multi-layered procedure, and all report being fully compliant with this policy.**

Additionally, each institution is required to compare the overall student-athlete GPA with the overall non-student-athlete GPA (undergraduates only) during the spring semester each year.

Table 3: Student-Athlete GPA and Non-Student-Athlete GPA, Spring 2021

		Spring 2021	
	NCAA Division	Student-Athlete GPA	Non-Student-Athlete GPA
ASU	I	3.29	3.25
ECU	I	3.36	3.17
ECSU	II	2.73	2.87
FSU	II	2.95	3.15
NC A&T	I	3.05	2.94
NCCU	I	3.08	2.88
NC State	I	3.20	3.38
UNCA	I	3.28	3.20
UNC-CH	I	3.23	3.47
UNCC	I	3.32	3.23
UNCG	I	3.42	3.09
UNCP	II	2.93	2.87
UNCW	I	3.44	3.33
WCU	I	3.16	2.96
WSSU	II	3.12	2.92

Athletics Financial Transparency Regulations

Section 1100.1.1[R] of the UNC Policy Manual, *Financial and Other Reporting for Intercollegiate Athletics,* requires specific financial reporting to monitor athletics budgets and institutional expenditures and ensures that all UNC System chancellors, boards of trustees, the president, and the Board will receive the necessary data when considering the balance between athletics and academics at each constituent university. The regulation identifies key data elements that are found on NCAA Institutional Performance Program dashboards. These data are presented in Appendix B.

Athletics Fundraising and Private Foundations

Thirteen UNC System institutions have established private foundations (or "booster clubs") for the purpose of providing resources to enrich various programs of the constituent institutions. Fayetteville State University and Winston-Salem State University do not have formal booster clubs.

These private organizations are subject to Section 600.2.5[R] of the UNC Policy Manual, *Regulation on Required Elements of University-Associated Entity Relationship,* which requires the institutions to conduct an annual independent audit report the findings to the institution's board of trustees and that a copy be provided to the president to be reviewed by UNC System leadership. In addition to Section 600.2.5[R], booster club organizations have increased reporting requirements under Section 1100.1.1[R], including providing copies of their most recent financial information and external audit (as submitted to their boards of trustees). Additionally, institutions provide their booster clubs' official operating procedures to the UNC System Office as part of their reporting requirements.

All UNC System institutions with booster clubs are in full compliance with UNC System policies.

COVID-19 Interruptions to Intercollegiate Athletics

The COVID-19 pandemic continued to impact our society during the reporting period, and there were myriad impacts to our intercollegiate athletics. As done in the previous year, the UNC System Office asked universities to share additional details about ongoing interruptions and issues caused by the pandemic, with the following highlights and/or similar issues reported:

- During this timeframe, many student-athletes found online classes and academic support services (tutoring, academic meetings, study halls) more difficult to navigate, given the less-structured environment.
- Some student athletes deferred enrollment, due to the announced cancellation or severe reduction in intercollegiate games/schedules.
- Student-athlete mental health remained a concern. Issues that faced all students may have more strongly impacted student-athletes, who have traditionally used the fellowship and engagement of teammates, coaches, and competition to cope with anxiety, uncertainty, and stress.
- Lack of funds flowing into some athletic departments caused continued impacts, to include staff furloughs. Athletic departments lost revenue from ticket sales, summer camps, game guarantees, sponsorship deals, and facility rentals. Our smaller institutions' athletic departments rely on game guarantees (against larger institutions) to supplement their athletic revenue, and losses of these games significantly impacted their budgets and operating abilities.
- COVID-related costs, to include additional infrastructure and increased testing requirements, continued to strain athletic budgets.

Appendix A: Student-Athlete Declared Majors

2020-2021

	ASU	ECU	ECSU	FSU	NCAT	NCCU	NCSU	UNCA	UNC-CH	UNCC	UNCG	UNCP	UNCW	WCU	WSSU
01 - agriculture, agriculture operations, and related sciences	0	0	0	0	8	0	9	0	0	0	0	0	0	0	0
03 - natural resources and conservation	3	1	0	0	0	0	6	0	6	2	0	2	0	1	0
04 - architecture and related services	0	2	0	0	1	0	0	0	0	0	0	0	0	0	0
05 - area, ethnic, cultural, gender, and group studies	0	0	0	0	0	0	0	0	6	7	1	0	0	0	0
09 - communication, journalism and related programs	22	39	1	11	8	5	30	2	62	9	10	9	11	17	8
11 - computer and information sciences and support services	3	0	1	2	2	1	2	2	10	1	1	9	0	5	2
13 - education	5	4	0	11	0	0	8	0	5	1	1	12	1	9	3
14 - engineering	0	2	0	0	22	0	31	3	1	15	0	0	0	9	0
15 - engineering technologies and engineering-related fields	0	4	4	0	2	0	0	0	0	0	0	0	0	4	0
16 - foreign languages, literatures, and linguistics	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0
19 - family and consumer sciences / human sciences	0	3	0	0	0	0	0	0	0	0	3	0	0	2	0
23 - English language and literature / letters	1	1	2	1	2	1	1	0	1	2	0	0	0	0	0
24 - liberal arts and sciences, general studies, and humanities	0	1	0	1	47	6	2	0	0	0	2	0	0	1	0
26 - biological and biomedical sciences	6	4	3	5	4	7	27	5	19	5	8	26	12	8	11
27 - mathematics and statistics	2	0	0	1	0	0	3	2	7	4	0	0	0	2	0
30 - multi/interdisciplinary studies	0	8	0	1	0	0	11	0	3	0	1	0	0	1	3
31 - parks, recreation, and leisure and fitness studies	30	20	5	0	31	16	66	0	79	0	19	0	21	0	0
38 - philosophy and religious studies	0	1	0	0	0	0	1	0	2	1	0	0	0	0	0
40 - physical sciences	3	3	1	0	0	1	2	4	4	1	1	0	4	4	0
41 - science technologies / technicians	0	0	0	0	0	0	1	0	0	0	0	0	0	2	0
42 - psychology	4	8	3	6	13	6	13	2	13	17	6	9	3	16	13
43 - homeland security, law enforcement, firefighting, and related protective services	9	10	6	8	9	5	0	0	0	8	0	17	6	12	6
44 - public administration and social service professions	0	14	0	0	1	0	3	0	1	0	0	6	2	2	0
45 - social sciences	8	3	0	2	12	15	16	5	34	34	20	2	2	4	2
49 - transportation and materials moving	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
50 - visual and performing arts	5	1	0	2	2	1	1	0	3	2	1	0	1	2	4
51 - health professions and related programs	20	17	8	6	2	5	0	12	0	33	6	63	2	29	40
52 - business, management, marketing, and related support services	59	38	11	23	25	23	77	18	36	36	30	34	35	60	39
54 - history	1	6	0	0	3	1	4	0	5	5	1	0	1	1	1
XX - undecided	1	0	0	1	0	1	0	2	3	0	0	0	0	1	0

Appendix B: Intercollegiate Athletics 2020-2021 Financial Data per Section 1100.1.1[R]

	2020-21, Part 1						
	Total Number of Student-Athletes	Total Athletics Revenue	Total Athletics Generated Revenue	Total Athletics Net Revenue	Student Fees as a % of Revenue	Total Athletics Expenses	Total Institutional Expenses
ASU	544	$34,946,424	$15,110,137	-$52,844	38%	$34,999,268	$437,121,168
ECU	406	$43,693,291	$20,919,935	$363,300	31%	$43,329,991	$864,622,705
ECSU	196	$1,613,614	$200	$1,613,814	71%	$1,553,800	$69,506,517
FSU	174	$2,860,274	$34,700	$542,616	71%	$2,317,659	$125,792,799
NC A&T	469	$14,151,159	$2,532,926	$522,054	41.7%	$13,629,105	$306,354,622
NCCU	309	$9,121,049	$2,675,751	-$6,264,082	47.3%	$15,385,131	$218,971,371
NC State	533	$78,224,410	$69,075,653	$9,146	8.4%	$78,215,264	$1,536,955,408
UNCA	384	$9,133,236	$2,361,452	$1,119,066	27.4%	$8,014,170	$90,441,029
UNC-CH	883	$101,865,616	$92,714,662	-$50,432	7.5%	$101,916,048	$3,136,147,580
UNCC	613	$37,406,792	$8,294,124	-$320,280	56.7%	$37,727,072	$645,656,319
UNCG	186	$16,790,420	$2,313,791	$326,323	64.0%	$16,464,097	$434,752,757
UNCP	413	$5,578,874	$615,512	$1,067,848	67.3%	$4,511,026	$139,923,743
UNCW	394	$15,567,723	$3,820,334	$374,849	71.2%	$15,192,874	$350,511,186
WCU	437	$15,000,042	$4,918,296	$411,191	46.9%	$14,588,851	$241,820,397
WSSU	230	$3,727,953	$693,951	$441,960	81.4%	$3,285,993	$142,411,364

Appendix B: Intercollegiate Athletics 2020-2021 Financial Data per Section 1100.1.1[R], cont.

	2020-2021, Part 2						
	Athletics as a % of Institutional Expenditures	Athletics Expenses per Student-Athlete	Total Athletics Grant-in-Aid	Total Compensation - Head Coaches	Total Compensation - Assistant Coaches	Total Compensation - Administrative Staff	Team Travel as a % of Expenditures
ASU	8%	$70,280	$7,059,593	$2,502,864	$3,317,665	$5,326,586	5.7%
ECU	5%	$106,724	$8,154,692	$4,553,357	$4,324,404	$8,267,626	4.9%
ECSU	2%	$7,928	$302,359	$399,083	$159,975	$473,669	0.3%
FSU	2%	$5,051	$1,023,452	$391,171	$376,194	$287,614	3%
NC A&T	4%	$36,835	$4,622,093	$1,689,727	$1,654,032	$2,766,952	4.6%
NCCU	7%	$39,148	$4,510,693	$1,288,950	$1,797,176	$2,444,045	9.1%
NC State	5%	$146,745	$13,446,149	$9,931,304	$8,749,243	$16,151,808	6.2%
UNCA	9%	$29,356	$2,718,411	$969,675	$641,061	$982,518	3.7%
UNC-CH	3.25%	$115,420	$18,036,120	$10,926,135	$10,552,730	$17,710,687	5.1%
UNCC	6%	$84,212	$8,136,443	$3,040,767	$3,700,072	$4,939,014	5%
UNCG	4%	$68,887	$3,493,439	$1,456,970	$1,061,910	$3,036,535	5%
UNCP	3%	$8,385	$1,605,370	$394,875	$446,843	$540,099	9.9%
UNCW	4%	$42,677	$2,989,301	$1,675,778	$2,283,495	$3,553,188	7.4%
WCU	6%	$39,752	$2,849,546	$1,435,375	$1,603,554	$3,254,073	4.5%
WSSU	2%	$14,540	$967,207	$631,442	$554,978	$675,073	.06%

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

MEETING OF THE BOARD OF GOVERNORS
Committee on Educational Planning, Policies, and Programs
October 19, 2022

AGENDA ITEM

A-3. UNC System Literacy Instruction Update ..... Laura Bilbro-Berry

Situation: The Board of Governors of the University of North Carolina System's Resolution on Teacher Preparation, enacted April 17, 2020, called on the University of North Carolina System Office to improve educator preparation in early literacy across the UNC System. In July 2021, a presentation outlined plans for improvement. In this session, the Board will hear an update on the progress made to date.

Background: G.S. 115C-269.20(a)(2) requires teacher preparation programs to provide training to elementary and special education general curriculum teachers, including instruction on reading as a process involving oral language, phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension. Educator preparation programs have revised curricula and field experiences to ensure the science of reading is integrated into coursework. Professional development in LETRS (Language Essentials for Teaching Reading and Spelling) is deemed central to the progress as a component of the *Literacy Innovation Leaders Initiative*.

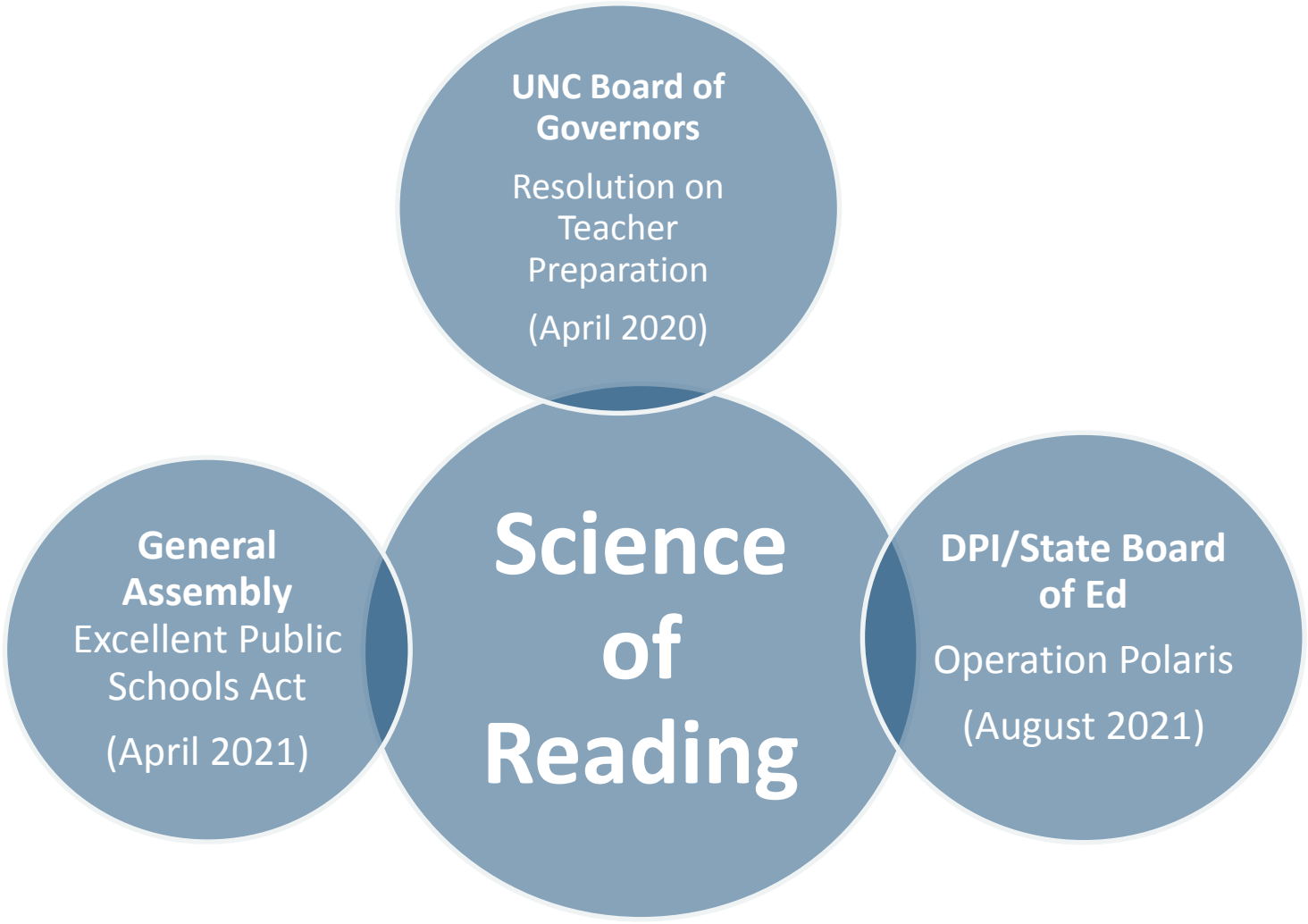
Assessment: The presentation will provide a progress report on the integration of the UNC System Literacy Framework and the Literacy Innovation Leaders Initiative, and will outline the preliminary outcomes of these efforts.

Action: This item is for information only.

UPDATE: UNC SYSTEM LITERACY INITIATIVES

Education Planning, Policies, & Programs Committee
October 19, 2022

A Statewide Effort to Align K12 Instruction to the Science of Reading



UNC System Has Had A "Running Start" on the Science of Reading

N.C. General Assembly passes Senate Bill 599

Leading on Literacy Report Released

Early Learning and Literacy Impact Coalition Begins Work

BOG Resolution on Educator Preparation

EPP Self-Assessments & Action Plans Completed; Course Revisions Begin

Literacy Innovation Leaders Initiative Launches (LETRS)

Spellings Commissions Review of UNC System EPPs

Educator Preparation Advisory Group Creates Goals, Metrics & Activities to Include Literacy

Recommendations Presented to UNC Board of Governors

Common Literacy Framework Released

Excellent Public Schools Act: EPP Expectations Defined

2021 Consolidated Appropriations Act: EPP Implementation & Review

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

Note: Additional information available within links above

April 2020: BoG Resolution on Teacher Preparation

1. Develop a common framework for literacy instruction in teacher preparation grounded in **science of reading research**, to be adopted by all educator preparation programs

2. Identify or create a professional development model for in-service teachers that is aligned with the literacy framework, with the intention of piloting that model by summer 2021

3. Adopt System-wide teacher preparation goals and associated metrics

April 2021: Excellent Public Schools Act

SECTION 4.(b) G.S. 115C-269.20(a)(3) reads as rewritten:

"(3) EPPs providing training for elementary and special education general curriculum teachers shall ensure that **students receive instruction in early literacy intervention strategies and practices that are aligned with the Science of Reading** and State and national reading standards and shall include the following:

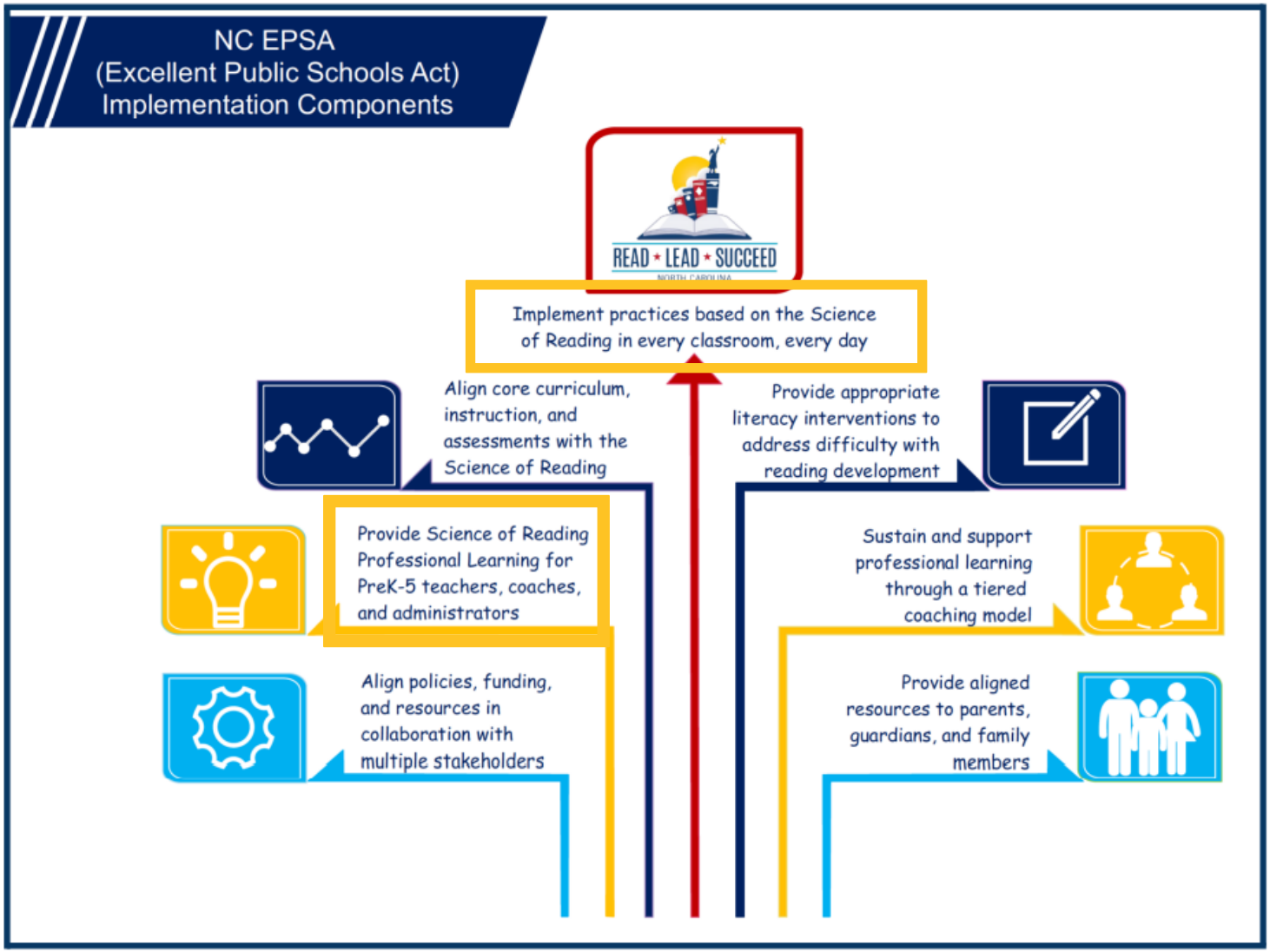
a. Instruction in the teaching of reading, including a substantive understanding of reading as a process involving oral language, phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension. Instruction shall include appropriate application of interventions to ensure reading proficiency for all students.

b. b. Instruction in evidence-based assessment and diagnosis of specific areas of difficulty with reading development and of reading deficiencies.

c. c. Instruction in appropriate application of literacy interventions to ensure reading proficiency for all students."

SECTION 4.(c) This section applies to educator preparation programs applying for approval or renewing approval on or after July 1, 2022."

2021-22: Implementation of Excellent Public Schools Act



Source: July 2022 Final SBE 2022-23 RTA Implementation Guide

Fall 2021: DPI Implementation of Literacy Professional Development (LETRS) Begins

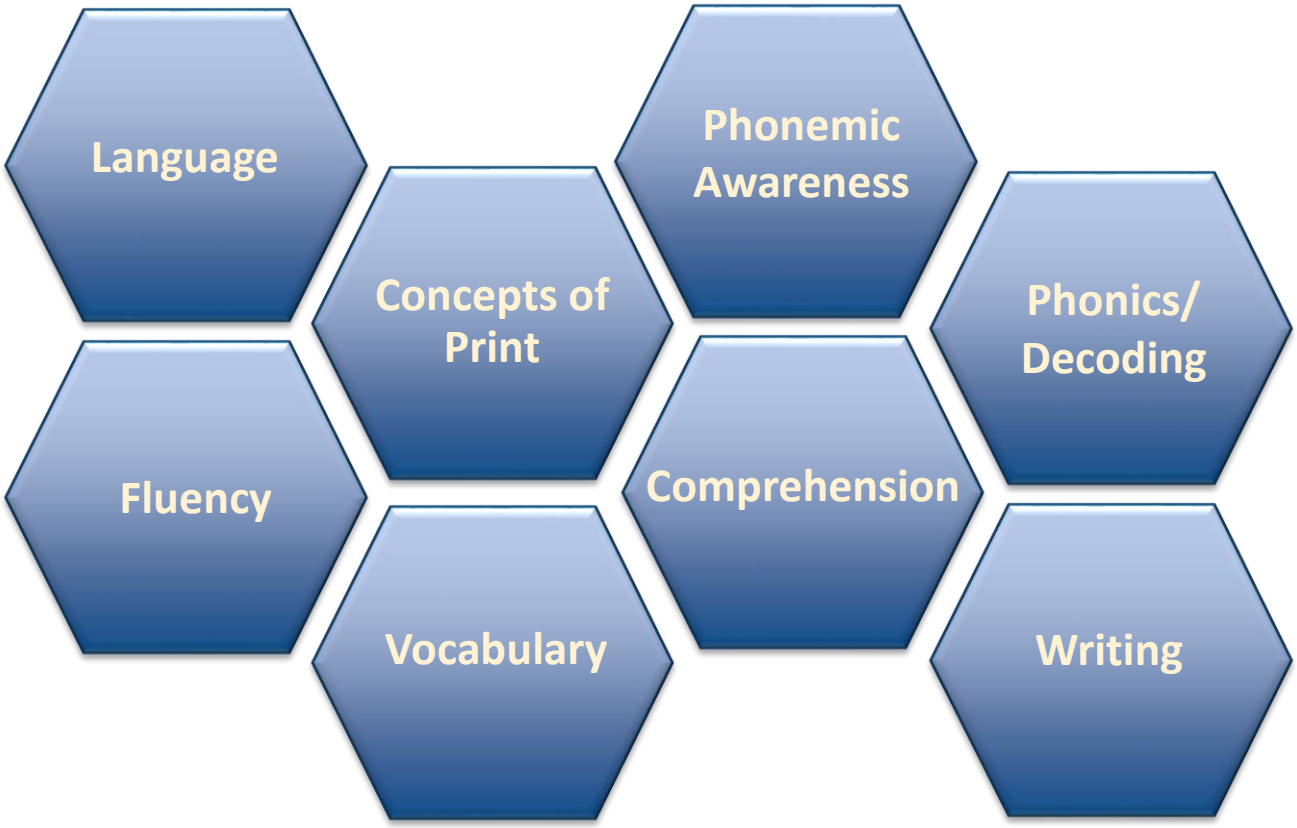
By Fall 2024, teachers in all 115 school districts in NC will have completed 2-year literacy training (LETRS)

		2021-2022 Project Year 1	2022-2023 Project Year 2	2023-2024 Project Year 3	2024-2025 Project Year 4	2025-2026 Project Year 5	2026-2027 Project Year 6
K-5, Instructional Coaches, EC, ELL	Cohort 1	Learn Volume 1	Implement Volume 1	Shift in K-1 Instructional Practices	Outcomes in K-1	Outcomes in K-3 data	
			Learn Volume 2	Implement Volume 2	Shift in 2-3 instructional practices		
	Cohort 2	Learn Volume 1	Learn Volume 1 Implement Volume 1	Shift in K-1 Instructional Practices	Outcomes in K-1	Outcomes in K-3 data	
			Learn Volume 2	Learn Volume 2 Implement Volume 2	Shift in 2-3 Instructional Practices		
	Cohort 3		Learn Volume 1	Implement Volume 1	Shift in K-1 Instructional Practices	Outcomes in K-1	Outcomes in K-3 data
				Learn Volume 2	Implement Volume 2	Shift in 2-3 instructional practices	
Early Childhood	Cohorts 1 & 2	Learn Units 1 - 4	Implement Units 1 - 4	Shift in Pre-K Instructional Practices	Outcomes in Pre-K	Outcomes in K Readiness	
	Cohort 3		Learn Units 1 - 4	Implement Units 1 - 4	Shift in Pre-K Instructional Practices	Outcomes in Pre-K	Outcomes in K Readiness
Administrators	Cohorts 1 & 2	Learn Units 1 - 4	Implement Units 1 - 4 Basic Processes	Shift in School Literacy Practices	Outcomes in K-1	Outcomes in K Readiness & K-3 Data	
	Cohort 3		Learn Units 1 - 4	Implement Units 1 - 4 Basic Processes	Shift in School Literacy Practices	Outcomes in K-1	Outcomes in K Readiness & K-3 Data

Source: July 2022 Final SBE 2022-23 RTA Implementation Guide

1

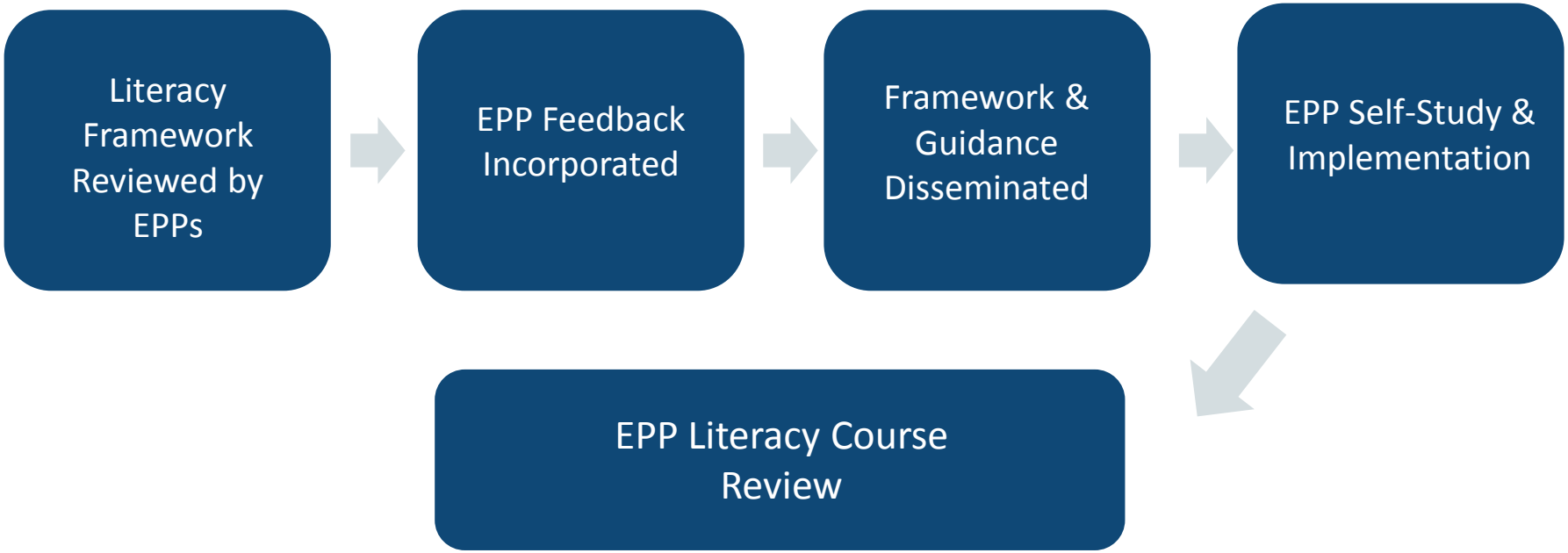
Develop a common framework for literacy instruction in teacher preparation grounded in **science of reading research**, to be adopted by all educator preparation programs



Each component includes competencies and sub-competencies of what teacher candidates need to know and be able to do as teachers of reading.

1

Develop a common framework for literacy instruction in teacher preparation grounded in **science of reading research**, to be adopted by all educator preparation programs



2

Identify or create a professional development model for in-service teachers that is aligned with the literacy framework, with the intention of piloting that model by summer 2021

Literacy Innovation Leaders Initiative

(Launched Summer 2021)

1. All EPPs: Training in the Science of Reading: Language Essentials for Teaching Reading and Spelling (LETRS)
    - Faculty
    - UNC System Lab School K-3 Teachers and School Administrators

2. 5 Select EPPs: Program/Curriculum re-design and innovation to align with the UNC System Literacy Framework
    - Partnership with School Districts also engaged in LETRS training
    - LETRS Training: Pre-service teacher candidates

LANGUAGE ESSENTIALS FOR TEACHING READING AND SPELLING (LETRS)

	Fall 2021 Cohort	Fall 2022 Cohort	Total
Literacy Scholars- (Teacher Candidates)	66	0	66
EPP Faculty	73	9	82
Lab School Teachers/Administrators	46	20	66
Total Current Participants			**214**

- **Year 1 Attrition:** Approximately 14% with pre-service candidates having the highest rate of attrition
- **Year 2:** Additional participants began training

Literacy Innovation Leaders: 5 Select EPPs

Appalachian State University

Fayetteville State University

North Carolina Agricultural and Technical State University

UNC Charlotte

University of North Carolina Pembroke

Campus Spotlight: Charlotte

- **Partnership with Niner University Elementary**
  - Coursework aligned with school literacy block
  - Courses taught at the school –candidates have the immediate opportunity to practice skills learned
- **OPAL** - Observation Protocol to Assess Literacy
- **Literacy Summit**
- **Project READS NC** (Reading Evaluation Across Diverse Stakeholders in North Carolina) - $500,000 grant

3 Adopt System-wide teacher preparation goals and associated metrics

Metrics

- Set at the *system level* using three literacy-focused metrics
  1. Foundations of Reading first-time pass rates
  2. Student growth on K-2 Reading assessment (EVAAS)
  3. Literacy sub-section of New Teacher survey

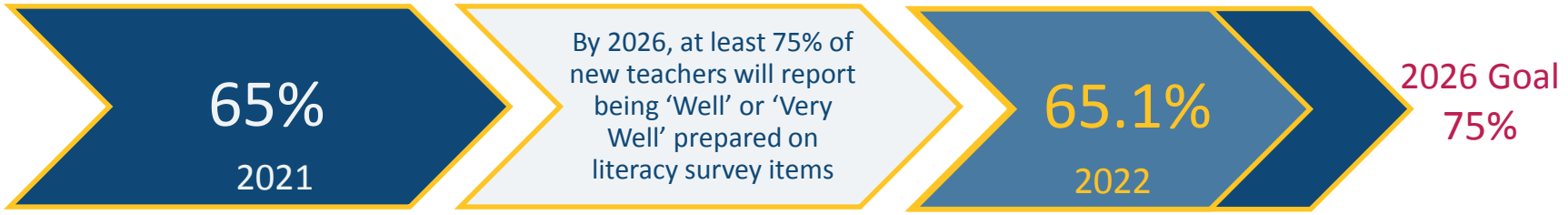
System goals call for improving overall performance and narrowing gaps between African American teacher education graduates and peers.

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

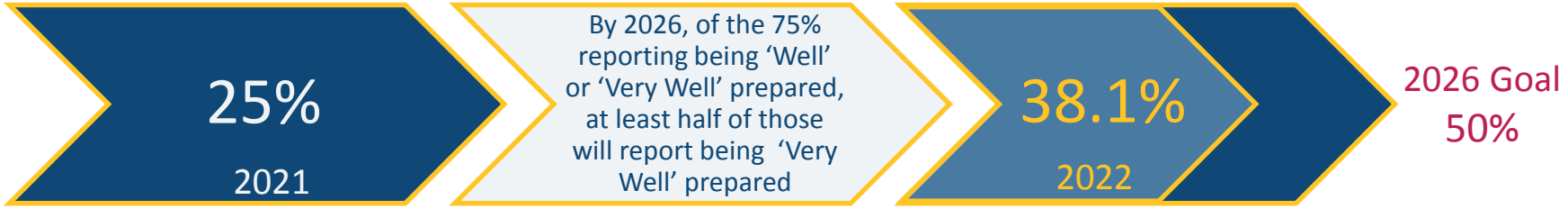
EARLY INDICATORS OF PROGRESS

Goal 3: New Teacher Survey

Goal 3a: Increase the number of teachers who report being 'Well' or 'Very Well' prepared on literacy survey items



Goal 3b: Increase the number of teachers who report being 'Very Well' prepared on literacy survey items



Goal 3: New Teacher Survey

Goal 3c: Increase the number of teachers who report having 'Many' or 'Extensive' opportunities to learn/practice on literacy survey items

Goal 3d: Increase the number of teachers who report having 'Extensive' opportunities to learn/practice on literacy survey items

QUESTIONS?

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

MEETING OF THE BOARD OF GOVERNORS
Committee on Educational Planning, Policies, and Programs
October 19, 2022

AGENDA ITEM

A-4. Education Preparation Report..... Laura Bilbro-Berry

Situation: Section 2.4.(d) of G.S. 116-11(12d) states that the Board of Governors of the University of North Carolina System shall provide a comprehensive annual report on educator preparation efforts within the University of North Carolina System. The report shall include information about educator preparation and recruitment, initiatives to improve educator quality, student success measures, and strategic research and related efforts. The educator preparation report is due on October 15 of each year to the Joint Legislative Education Oversight Committee. The Board shall provide a copy of the report to the State Board of Education.

Background: In previous years, various statutes directed the Board to provide annual reports on separate educator preparation efforts at The University of North Carolina. To provide a cohesive view of these activities, these statutes were revised to consolidate the existing annual reports into one comprehensive report on Systemwide educator preparation efforts.

Assessment: The attached reports fulfill the annual reporting requirement and include information about the state of teacher and principal recruitment, UNC System completer impact on public school classrooms, and educator quality efforts.

Action: This item is for information only.

Educator Preparation Efforts at the University of North Carolina System Office

Report to the Joint Legislative Education Oversight Committee

October 15, 2022

University of North Carolina System
Chapel Hill, North Carolina

INTRODUCTION

Pursuant to Section 2.4.(d) G.S. 116-11(12d), the Board of Governors shall provide a comprehensive annual report on educator preparation efforts at The University of North Carolina. The report shall include information about educator preparation and recruitment, initiatives to improve educator quality, student success measures, and strategic research and related efforts. The educator preparation report shall be due on October 15 of each year to the Joint Legislative Education Oversight Committee. The Board shall provide a copy of the report to the State Board of Education.

The purpose of this report is to provide information to the Joint Legislative Education Oversight Committee concerning the fifteen educator preparation programs at the constituent University of North Carolina System institutions and the trends that influence supply and demand of teachers and school-based administrators in North Carolina. For this review, school administrators are defined as superintendents, principals, and assistant principals. The data presented in this report represent the most recent information available for each indicator. This report is divided into five sections:

I. State of the State (for both teachers and principal preparation)
II. Student and Educator Preparation Programs (EPP) Completer Success Measures
III. Recruitment into the Educator Pipeline
IV. Initiatives to Improve Educator Quality
V. Strategic Research

Ensuring that all North Carolina's schools have highly effective educators is critical. Recruiting and retaining effective new teachers, principals, and certified support staff is paramount to the success of our state's students and to ensuring that there is a well-trained workforce to support economic growth. Our success recruiting educators today will define the success of the public schools in North Carolina tomorrow. Indeed, increasing the number of first-year educators working in a North Carolina k-12 public school after earning their credential from a UNC System institution is among the 12 goals in the UNC System Office 2022-2027 Strategic Plan.

I. STATE OF THE STATE: TEACHER AND PRINCIPAL PREPARATION

Teacher Preparation

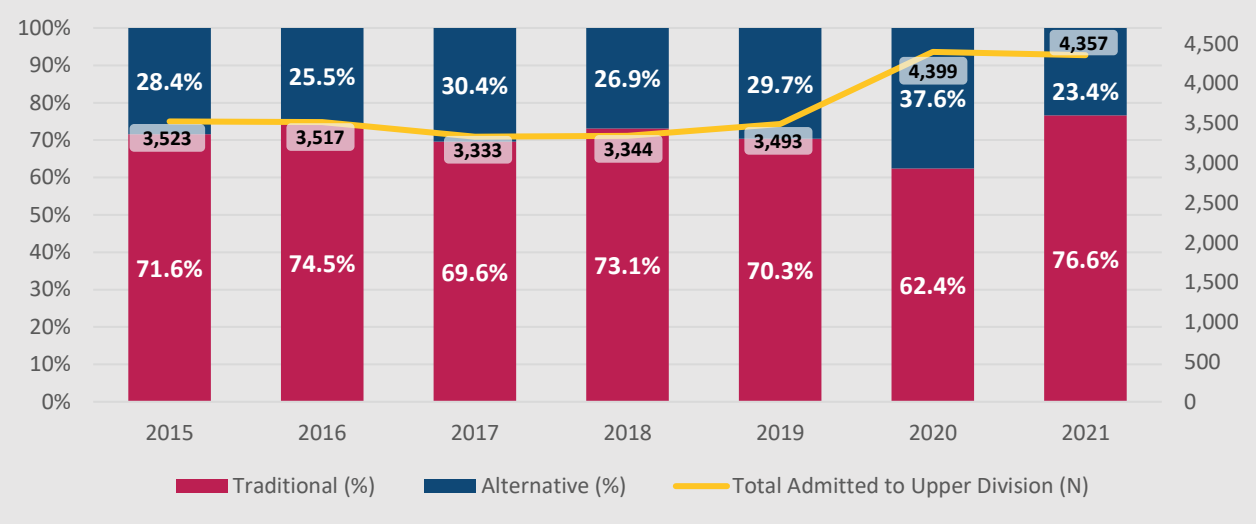
In North Carolina, ensuring a supply of highly-qualified teachers for our public schools is an essential need – one that is central to the mission of the University of North Carolina System as many System institutions were founded over the past two centuries for the purpose of teacher preparation. While their missions have expanded since those early days, the focus on educator preparation remains paramount.

Unfortunately, we know this critical need is more of a challenge than ever before. From 2015 to 2017, the number of individuals admitted and enrolled in educator preparation programs for initial licensure declined by 5.4%, mirroring national trends.[1] Added to this are the same underlying perennial issues: a shortage of teachers in high-needs subject areas (particularly Special Education and STEM), difficulty recruiting teachers to rural areas, a lack of racial and gender diversity, and, among others, the empirical reality that younger generations are less likely to remain at the same job, or even in the same field, for their entire career.

[1] The range represents the earliest year of data available (2015) to the point of lowest enrollment (2017) over the observed period of 2015-2021.

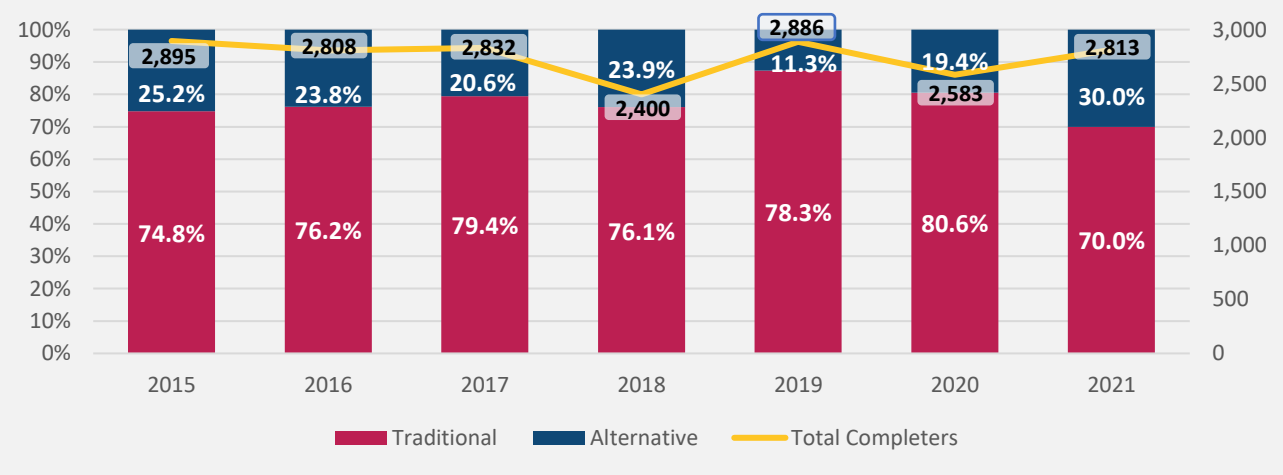
Notably, this downward trend has been reversing. Since 2017, the number of individuals who are enrolled and formally admitted (i.e., upper division) to UNC teacher preparation programs has increased from 3,333 to 4,357 – a 23.7% increase. Substantial growth in Residency and Licensure Only programs has fueled this overall increase. A breakdown of enrollment trends by traditional and alternative pathways is shown below in Figure 1.

FIGURE 1. ENROLLMENT IN UPPER DIVISION EDUCATOR PREPARATION PROGRAMS, 2015-2021[2]



The trend in teacher production saw a similar downward then upward trajectory, due in-part to increases in educators who matriculated through the Residency and Licensure Only pathways. Since 2018, overall educator production has increased 17.2%, with 2,813 completers in 2021, nearly matching the 2015 high point of 2,895 completers (Figure 2).

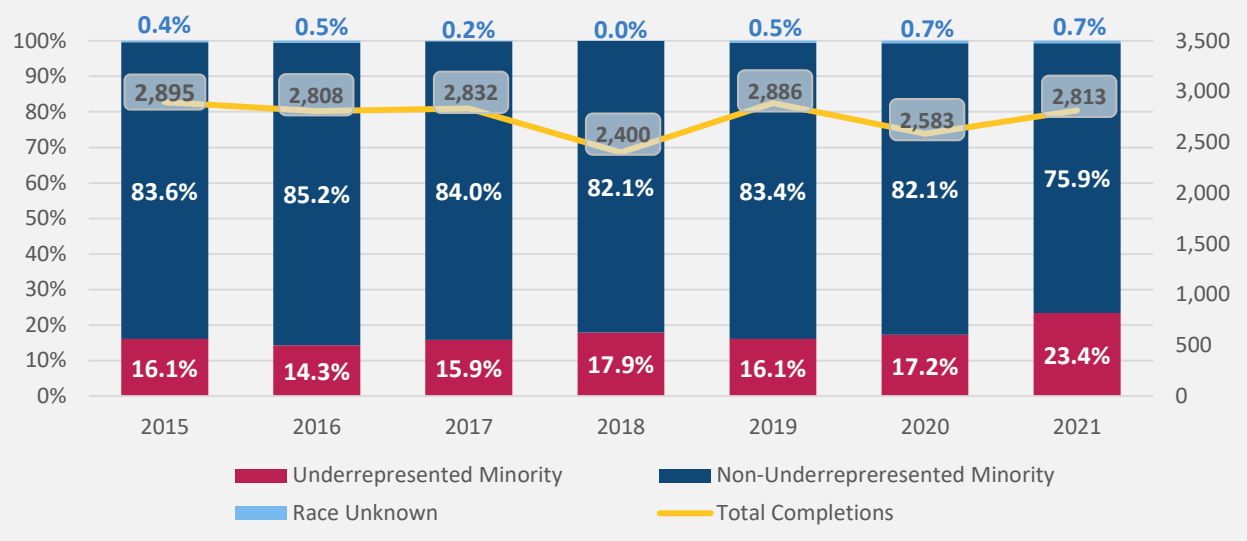
FIGURE 2. PROGRAM COMPLETERS (TEACHER PRODUCTION) BY PATHWAY, 2015-2021[3]



[2] Source: NC Educator Preparation Program Dashboard, "IHE – Public" Admission Totals: https://ncdpi.tiny.us/NCEPP
[3] Source: NC Educator Preparation Program Dashboard, "IHE – Public" Completions Totals https://ncdpi.tiny.us/NCEPP

Between 2015 and 2020, the proportion of UNC System completers who identified as underrepresented minorities was between 14 and 17 percent; however, in 2021, 23.4% of the 2,813 UNC System EPP completers identified as underrepresented minorities. An annual breakdown of the proportion of completers identifying as underrepresented minorities is shown below in Figure 3.

FIGURE 3. PROGRAM COMPLETERS (TEACHER PRODUCTION) BY MINORITY STATUS, UNC SYSTEM INSTITUTIONS, 2015-2021[4]



Employment and Retention in North Carolina Public Schools

According to the North Carolina Department of Public Instruction, between 2015 and 2018, there were 8,789 students completing their educator preparation program through a traditional licensure pathway. Just under three-quarters (72.9%) were employed in a North Carolina public school within three years of completing their program. Of those candidates employed within three years, 82.5% taught for 3+ years in a North Carolina public school before leaving.[5]

The fifteen Educator Preparation Programs in the UNC System are leading the effort to prepare teachers to be successful and employed in North Carolina. UNC System graduates make up 54.9 percent of new, first-year public school teachers in North Carolina, but that number could be a lot higher. The 2022-2027 UNC System strategic plan calls for us to increase the number of System-Educated 1st-Year public school employees, including certified classroom teachers, assistant principal, principal, and other certified staff (i.e., those working in social services, health services, guidance services, media services, nurses licensed through NCDPI, speech services, audiologists, school psychologists, teacher mentors, and instructional coaches/facilitators).

UNC System graduates are teaching children in North Carolina's low-performing schools and schools with higher proportion of low-income student enrollments. In the 2021 school year, 19.1% of UNC System completers were employed in a low-performing school. Further, 22.8% of UNC System completers were

[4] Source: NC Educator Preparation Program Dashboard, "IHE – Public" Completions Totals https://ncdpi.tiny.us/NCEPP. "Underrepresented minorities" are individuals who identify as American Indian of Alaska Native, Black or African American, Hispanic or Latino, and two or more races.

[5] Source: NC Educator Preparation Program Dashboard, "Initial Employment and Retention" https://ncdpi.tiny.us/NCEPP. Initial employment and retention figures for candidates completing through alternative routes was not available on the DPI dashboard.

employed in a "high poverty" school, that is, a school with a proportion of free and reduce-priced lunch students greater than or equal to 75% of all North Carolina Public Schools.

Licensure Exam Pass Rates

Teacher education candidates are required per statute to demonstrate competency in their content area by passing licensure exams. Traditional route candidates have three years following program completion to receive their initial professional license (IPL), while Alternate route candidates (ALT) receive their initial license prior to program completion. Both groups have three years following receipt of the initial license to convert to a continuing professional license.

Roughly 80 percent of UNC System 2015 to 2018 EPP completers have earned their initial licensure. There was a sharp increase in the proportion of alternative licenses earned between 2015 (12.6 percent) and 2018 (20.2 percent). Details on the proportion of UNC System completers earning their initial license is shown below in Table 1 (because these data reflect teacher licensure status three years after completing, data on completers from 2018 corresponds to licensure status in 2021, which is the most recent year of data available).

TABLE 1. UNC SYSTEM EPP COMPLETERS EARNING INITIAL LICENSURE, BY LICENSURE TYPE, 2015-2018[6]

	Year of Program Completion			
	2015	2016	2017	2018
Total Completers	**2,884**	**2,768**	**2,860**	**2,409**
Completers Earning Initial License	83.2%	79.7%	79.5%	79.2%
Initial Professional License	*70.6%*	*66.7%*	*65.8%*	*59.0%*
Alternate License	*12.6%*	*13.0%*	*13.7%*	*20.2%*

The proportion of initial license completers converting their initial license to a Continuing Professional License is shown below in Table 2.

TABLE 2. UNC SYSTEM EPP COMPLETERS LICENSURE CONVERSIONS, BY LICENSURE TYPE, 2015-2018

	Year of Program Completion			
	2015	2016	2017	2018
Initial Licenses	**668**	**2,103**	**2,110**	**1,719**
License Conversions	79.2%	86.4%	83.5%	78.7%
IPL to Continuing License	*44.3%*	*74.8%*	*67.0%*	*71.4%*
ALT to Continuing License	*34.9%*	*11.6%*	*16.5%*	*7.3%*

[6] Because these data reflect teacher licensure status three years after completing, 2018 is the most recent year of data available, where licensure status three years from completing in 2018 would be 2021. Additionally, data provided for this table was restricted to completers in the traditional route. Thus, completer counts may differ from figures presented earlier in this report.

Principal Preparation

This section of the report includes data concerning school administration programs at the constituent University of North Carolina System institutions and the trends that influence supply and demand of school-based administrators in North Carolina. For this report, school administrators are defined as superintendents, principals, and assistant principals.

The data were collected by the North Carolina Department of Public Instruction and provided to the UNC System Office by the Education Policy Initiative at Carolina (EPIC). The data represent the most recent information available for each indicator.

Demographics of North Carolina School Administrators

Superintendents. Demographic data indicate that 75 percent of school superintendents in North Carolina public schools during the 2020-21 academic year were male, 70 percent were White, 26 percent were African-American, and the average age was 52 years. Superintendents reported an average of 26.1 years of experience in education, with seven percent having achieved a master's degree and 91 percent holding doctorates or other advanced degrees.

Principals. The data also indicate that 62 percent of North Carolina public school principals were female, 72 percent were White, and 26 percent were African-American. The average age for principals was 47 with a range of 46-49 across regions. Data indicate principals had an average of 21.6 years of experience in education with 77 percent having achieved a master's degree, and 22 percent holding doctorates or other advanced degrees.

Assistant Principals. The data show that North Carolina assistant principals are 65 percent female, 64 percent White, and 33 percent African-American. Assistant principals were mostly in their early to mid-40s, with an average of 43 to 45 years of age across regions. Assistant principals averaged 17.9 years of experience in education, with 84 percent having achieved a master's degree and 11 percent holding doctorates or other advanced degrees.

The following tables provide detailed demographic data about North Carolina's superintendents, principals, and assistant principals. For detailed descriptive counts by state region, see Appendix A at the end of this report.

TABLE 3. ADMINISTRATORS BY AGE GROUP, 2020-21

	Avg Age	<40	40-44	45-49	50-54	55+
Superintendents	52.09	1	14	29	41	37
Principals	46.66	434	547	681	498	343
Assistant Principals	43.95	1,045	657	609	486	349
Total Counts	***--***	***1,480***	***1,218***	***1,319***	***1,025***	***729***

TABLE 4. ADMINISTRATORS BY YEARS OF EXPERIENCE, 2020-21

	Avg Years	<10	10-14	15-19	20-24	25-29	30+
Superintendents	26.09	6	1	8	27	41	39
Principals	21.55	63	285	607	766	533	249
Assistant Principals	17.92	399	676	816	688	403	170
Total Counts	***--***	***468***	***962***	***1431***	***1481***	***977***	***458***

TABLE 5. ADMINISTRATORS BY HIGHEST DEGREE EARNED, 2020-21

	Bachelor's	Master's	Sixth Year Advanced	Doctoral
Superintendents	3	8	19	92
Principals	35	1,916	238	314
Assistant Principals	176	2,632	178	160
Total Counts	***214***	***4,556***	***435***	***566***

TABLE 6. ADMINISTRATOR BY RACE AND GENDER, 2020-21

	Female	Male	Asian	African Am.	Hispanic	Am. Indian	White
Superintendents	31	91	0	31	3	2	85
Principals	1,545	952	9	633	26	28	1,759
Assistant Principals	2,043	1,090	14	1,001	48	34	1,976
Total Counts	***3,619***	***2,133***	***23***	***1,665***	***77***	***64***	***3,820***

Demand Trends for North Carolina School Administrators

Figure 4 outlines retention rates for North Carolina's principals in the 2013-14 through 2019-20 academic years. Across these seven years, approximately 85 to 89 percent of principals returned to the principalship in North Carolina the following year. Five years out, approximately half of North Carolina's principals were no longer in that position.

Figure 4. Principal Retention Rates, 2013-14 to 2019-20 Cohorts

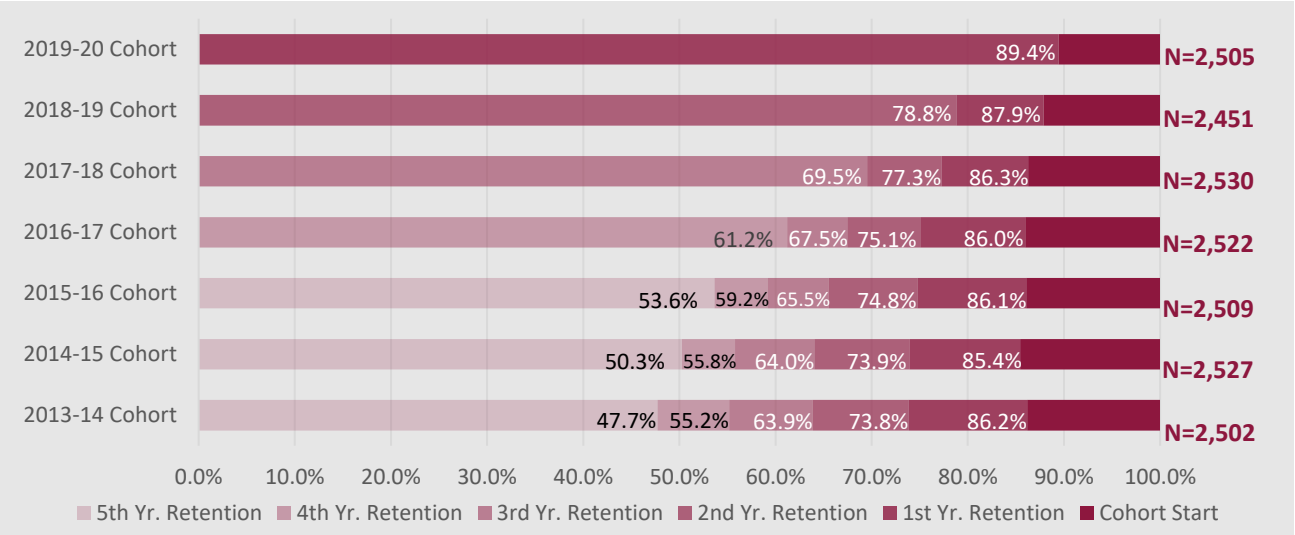


Table 7 presents data on the number of newly hired assistant principals holding provisional licenses. A one-year provisional license may be issued by a local board of education to an individual selected for employment as an assistant principal if:

- The local board has determined there is a shortage of persons who hold or are qualified to hold a principal's license and the employee enrolls in an approved program leading to a master's degree in school administration before the provisional license expires; or
- The employee is enrolled in an approved Master of School Administration (MSA) program and is participating in that program's required internship.

During the 2020-21 academic school year, 7.8 percent of all newly hired assistant principals held provisional licenses. This number varies greatly by region, with 26.1 percent of newly hired assistant principals holding a provisional license in the Northwest region and one percent holding a provisional license in the Piedmont Triad region.

TABLE 7. NEWLY HIRED ASSISTANT PRINCIPALS (2020-21) WHO HOLD A PROVISIONAL LICENSE

		Provisional Licenses	
	Total New APs	N	%
Statewide	***421***	***33***	***7.8%***
Northeast	32	4	12.5%
Southeast	27	4	14.8%
North Central	97	8	8.2%
Sandhills	38	2	5.3%
Piedmont Triad	89	1	1.1%
Southwest	78	4	5.1%
Northwest	23	6	26.1%
Western	37	4	10.8%

Table 8 displays the number of new school administrators statewide and by region in the 2019-20 academic year.

TABLE 8. NUMBER OF NEW SUPERINTENDENTS, PRINCIPALS, AND ASSISTANT PRINCIPALS, BY REGION (2020-21)

	New Superintendents	New Principals	New Assistant Principals
Statewide	***14***	***224***	***421***
Northeast	3	21	32
Southeast	1	22	27
North Central	1	37	97
Sandhills	3	19	38
Piedmont Triad	1	40	89
Southwest	3	41	78
Northwest	1	21	23
Western	1	23	37

Supply Trends for North Carolina School Administrators

Table 9 provides data collected by the Department of Public Instruction related to the annual supply for principals and assistant principals. In 2020-21, 79 percent of newly hired principals had served as assistant principals in 2019-20. Of the newly hired assistant principals in 2020-21, fewer than half, 45 percent, were classroom teachers in the previous year. Additionally, 13.5 percent of newly hired assistant principals were employed as assistant principal interns in 2019-20.

TABLE 9. SOURCES OF NEW PRINCIPALS AND ASSISTANT PRINCIPALS (APS) 2020-21

		New Principals Who Were APs in Prior Year			New APs Who Were Teachers in Prior Year		New APs Who Served as Interns in Prior Year	
	Total New Principals	N	%	Total New APs	N	%	N	%
Statewide	***224***	***177***	***79.0%***	***421***	***190***	***45.1%***	***57***	***13.5%***
Northeast	21	16	76.2%	32	15	46.9%	1	3.1%
Southeast	22	19	86.4%	27	17	63.0%	--	--
North Central	37	31	83.8%	97	36	37.1%	31	32.0%
Sandhills	19	13	68.4%	38	28	73.7%	3	7.9%
Piedmont Triad	40	31	77.5%	89	24	27.0%	14	15.7%
Southwest	41	31	75.6%	78	36	46.2%	3	3.8%
Northwest	21	18	85.7%	23	17	73.9%	--	--
Western	23	18	78.3%	37	17	45.9%	5	13.5%

Table 10 provides the number of graduates of North Carolina's Master of School Administration (MSA) programs. Since the 2016-17 academic year, UNC System principal preparation programs have produced nearly 1,400 school leaders.

Table 10. MSA Degrees Conferred at UNC System Institutions, 2016-17 to 2020-21

Institution	2016-17	2017-18	2018-19	2019-20	2020-21	Institution Totals
ASU	19	24	17	19	28	107
ECU	41	61	48	53	39	242
ECSU	8	8	9	5	2	32
FSU	10	13	14	13	14	64
NCA&T	10	8	6	17	4	45
NCCU	26	14	19	16	15	90
NCSU	35	66	14	33	19	167
UNCA	--	--	--	--	--	0
UNC-CH	32	27	30	15	17	121
UNCC	19	36	28	23	20	126
UNCG	10	15	31	31	6	93
UNCP	19	12	27	33	38	129
UNCW	19	7	16	15	11	68
WCU	15	29	18	28	21	111
WSSU	--	--	--	--	--	0
Total Counts	***263***	***320***	***277***	***301***	***234***	***1,395***

Discussion of Findings

A 2016 study by the National Center for Education Statistics provides an analysis of national demographic trends in school leadership using data from the 1987-88 through 2011-12 administrations of the Schools and Staffing Survey (SASS). During this 25-year timeframe, the number of female principals in public schools increased from 25 percent to 52 percent. With regard to race and ethnicity, minimal change occurred, with African-American principals increasing from nine percent to ten percent, Hispanic principals increasing from three percent to seven percent, and White principals decreasing from 87 percent to 80 percent. The average age of principals also remained fairly consistent, increasing from 46.8 to 48.0 years of age. A greater number of public school principals reported having received master's degrees (53 percent to 62 percent); however, there was a decline in the number of principals having achieved doctorates or other advanced degrees (44 percent to 36 percent).[7]

Demographic Trends.

Based on the 2020-21 data for North Carolina school administrators, superintendents were well educated, with 91 percent holding doctorate or other advanced degrees. Superintendents also had significant experience in education, with an average of 26 years in the field; however, with an average of 52 years of age, many are also nearing retirement (i.e., full retirement is possible after 30 years of service). There was a lack of racial diversity among North Carolina's superintendents, with whites comprising 70 percent of those in this advanced leadership role. There was also a gender imbalance among North Carolina superintendents, although more than half of all assistant principals and principals were women.

North Carolina principals were younger and had less education experience than superintendents. Principals were also further from retirement with only 31 percent having 25 or more years of experience.

[7] Hill, J., Ottem, R., DeRoche, J., Owens, C. (2016). Trends in public and private school principal demographics and qualifications: 1987-88 to 2011-12. Stats in Brief. NCES 2016-189.

Also, 22 percent of principals held doctorate and other advanced degrees. More than one in four principals identified as a member of a racial or ethnic minority group and approximately 62 percent of all principals were women.

More than half of assistant principals were younger than 45 years of age, and 34 percent had fewer than fifteen years of education experience. Also, 84 percent of assistant principals had a master's degree and 11 percent had a doctorate or other advanced degree. More than one-third (36 percent) of assistant principals were ethnic minorities, and women represented greater numbers (65 percent) in the assistant principalship than any other level of school leadership.

Demand Trends

In 2020-21, 224 new principals were hired, with the largest number of new principals employed in the Southwest region. Assistant principals were also in high demand, with 421 new hires, 23 percent in the North Central region and 21 percent in the Piedmont Triad region. There were 14 newly hired superintendents in the state.

Data regarding principal retention demonstrate that over 40 percent of North Carolina's principals were no longer employed in the state's public schools four years later and approximately half left their positions after five years. Age data indicate that administrator turnover rates over the next several years may increase due to retirement, particularly among superintendents. Considering the number of new MSA graduates in 2020-21 (234) and the number of assistant principals who are under the age of 40, the data indicate a large pool of potential principals and superintendents currently exists to fill these gaps.

Supply Trends

In 2020-21, there were 659 new school administrators hired in North Carolina (14 superintendents, 224 principals, and 421 assistant principals). Of the new principals, 79 percent were employed as assistant principals during 2019-20. In addition, 45 percent of new assistant principals in 2020-21 were employed as teachers in the previous year. These numbers, in addition to the number of new MSA graduates (234) produced by the UNC System in 2020-21, suggest that there would be a minimal shortfall in the supply of school administrators needed to meet the state demand. There are also thousands of educators who hold licenses in school administration who do not yet serve as school administrators—lending even greater complexity to the estimation of school administrator supply and demand trends.

II. STUDENT AND EPP COMPLETER SUCCESS MEASURES

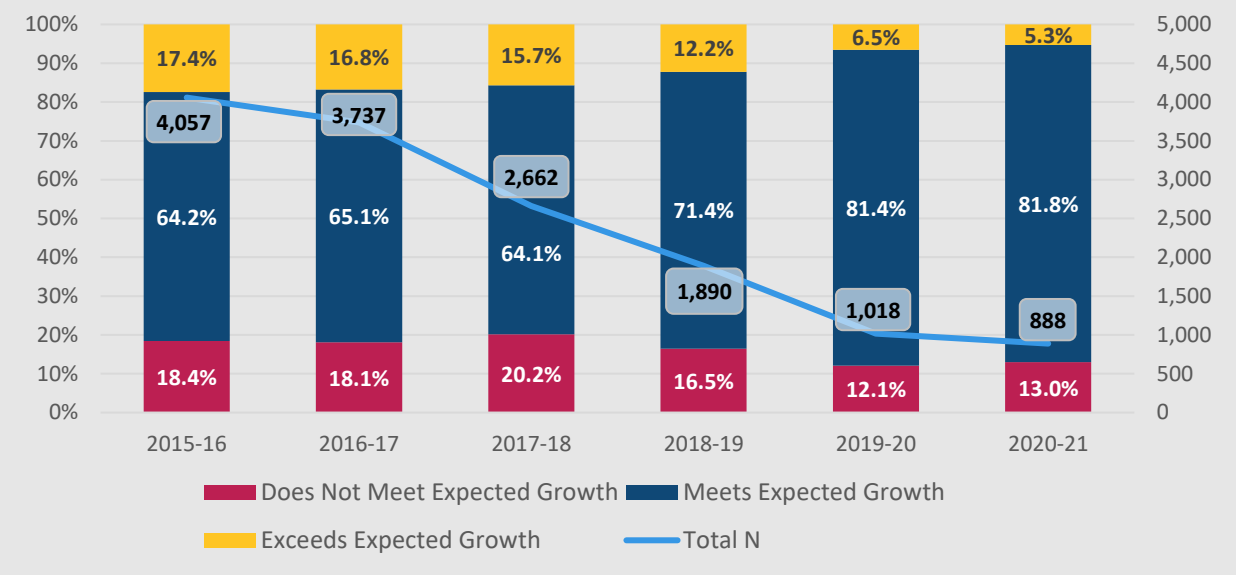
The University of North Carolina views it as imperative that the educators who graduate from our programs are well-prepared and can positively impact student learning and the school environments where they are employed. As a system, we examine student achievement data, educator evaluations, as well as perceptions of the UNC System graduates and their employers. The following tables outline the success measures of individuals who complete an educator preparation program.

Education Value-Added Assessment System (EVAAS)

EVAAS examines the impact of teachers, schools, and districts through measuring the growth in learning of their students in specific courses, grades, and subjects. The North Carolina State Board of Education selected EVAAS as the statewide model for measuring student growth when common assessments are administered (for example, the End of Course and End of Grade assessments). Beginning in 2011-12, EVAAS data became part of the North Carolina Educator Evaluation System for teachers and school administrators. In the following year, the State began reporting EVAAS data in the school accountability

model. EVAAS growth among students who were in classrooms where the teacher was a UNC System institution EPP completer is shown below in Figure 5.

FIGURE 5: EVAAS GROWTH, UNC SYSTEM INSTITUTION COMPLETERS, 2015-2020 ACADEMIC YEARS[8]



Since 2015, the number of teachers who completed their EPP at a UNC System institution who were assessed for EVAAS declined from 4,057 in 2015 to 888 in 2020.[9] However, between 2017 and 2019, the proportion of students meeting or exceeding growth measures who were educated in classrooms with a teacher that graduated from a UNC System institution increased steadily. Most of the decline in assessed teachers during 2019 and 2020 can be explained by incomplete data due to COVID.

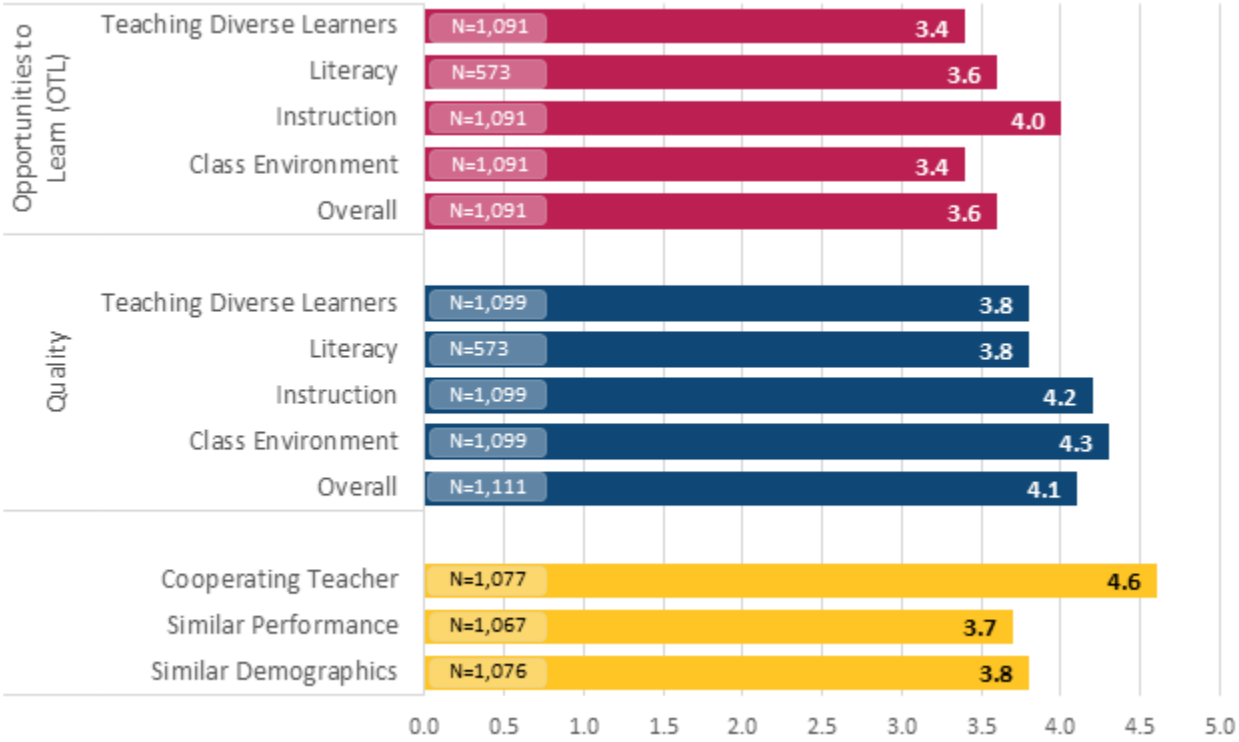
Recent Graduate Survey

Each year, recent graduates of UNC System EPPs are surveyed about their student experiences. Recent graduates respond to items categorized as "Opportunities to Learn" (OTL) as well as their overall experience. Responses fall on a 5-point scale, where 1 indicates the most negative experience on that construct, and a 5 indicates the most positive experience on that construct. The results from the 2021 Recent Graduate Survey are shown below in Figure 6.

[8] Source: DPI EPP Dashboard https://ncdpi.tiny.us/NCEPP; Student Growth measure

[9] Because EVASS estimates are not assessed for every subject area, the total completers being assessed for EVAAS performance may differ from the total completers in a given year.

Figure 6. Recent Graduate Survey, UNC System EPP Completers, 2021[10]



Generally, recent graduates from UNC System institutions report positive experiences with their education. Overall ratings on "instruction" (avg. score of 4.2 out of a possible 5) and "class environment" (avg. score of 4.3 out of a possible 5) were rated as the most positive aspects of their EPP. In addition, satisfaction with their assigned cooperating teacher during their clinical practice (avg. score of 4.6 out of a possible 5) received positive marks across nearly all respondents.

Employer Satisfaction Survey

In addition to a recent graduate survey, each year, principals in NC public schools are surveyed on their perceptions of the preparedness of recently-graduated teachers who have been hired to teach in their schools. The state of North Carolina began collecting and releasing Employer Satisfaction survey data to EPPs in 2018. provided by the state of North Carolina about employer satisfaction The following data are for graduates of UNC System institutions as compared to graduates of other teacher preparation programs employed at their schools. School leaders indicate the relative effectiveness of the recently graduated teachers on a variety of tasks in comparison to other first year teachers. Data are reported according to the North Carolina Professional Teaching Standards and are disaggregated by elements of each standard on the survey. [11]

[10] The cooperating teacher items measure candidate's perceptions of their cooperating teacher (CT), specifically, the effectiveness of the CT and the CT support/mentorship of the candidate. The Similar Demographics items measure the extent to which the survey respondent feels like the demographics of K-12 students in the student teaching school are similar to those in the employment school. Lastly, the Similar Performance measure the extent to which the survey respondent feels like the academic performance of K-12 students in the student teaching school is similar to that in the employment school.

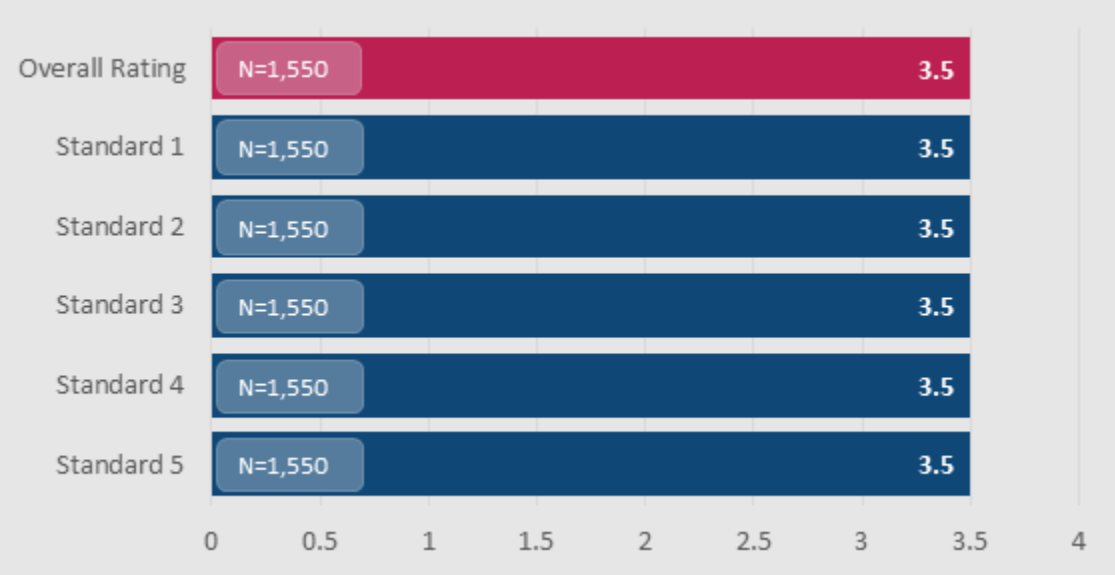
[11] NC Professional Teaching Standards: https://www.dpi.nc.gov/media/511/open

The five standards are:

- Standard 1: Teachers demonstrate leadership.
- Standard 2: Teachers establish a respectful environment for a diverse population of students.
- Standard 3: Teachers know the content they teach.
- Standard 4: Teachers facilitate learning for their students.
- Standard 5: Teachers reflect on their practice.

Responses to the 2021 employer satisfaction survey are shown below in Figure 7.

FIGURE 7. EMPLOYER SATISFACTION SURVEY, UNC SYSTEM EPP COMPLETERS, 2021



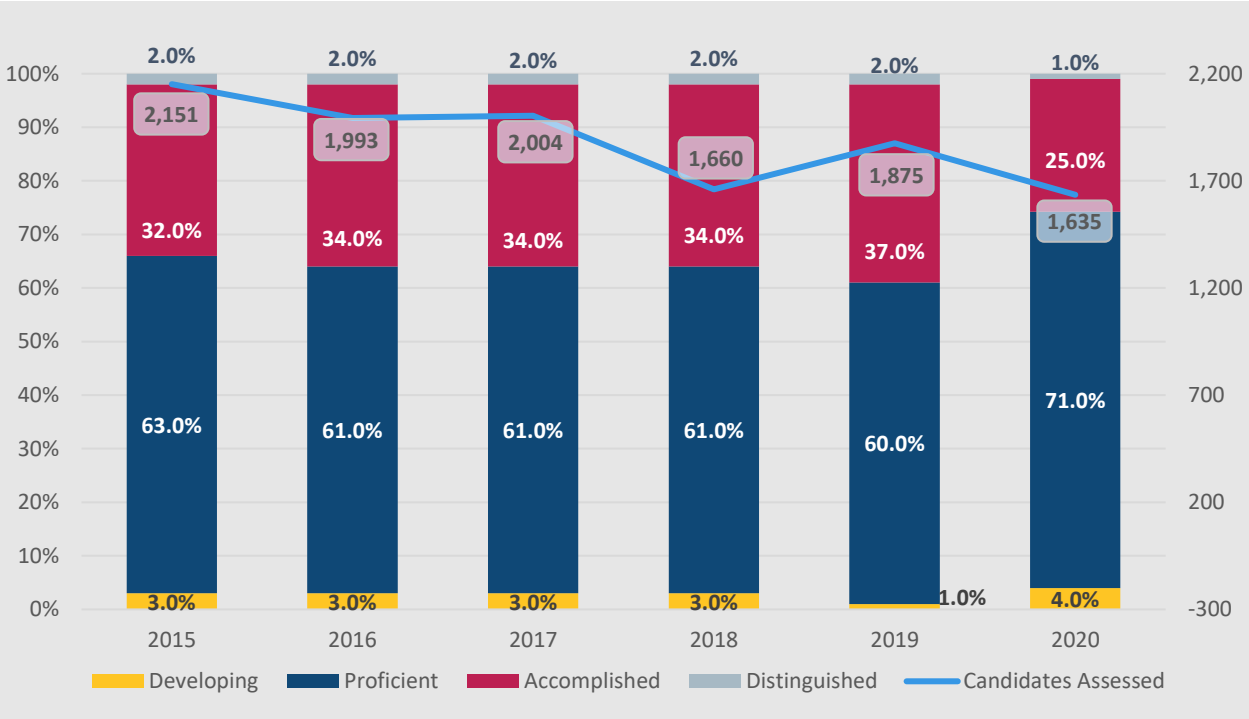
Each item is rated on a scale where 1= "much less effective", 2= "less effective", 3= "comparable", 4= "more effective', and 5= "much more effective." On all five standards, survey respondents rated first-year teachers who graduated from UNC System institution between "comparable" and "more effective" than first-year teachers working at the school who graduated from a non-UNC System institution EPP.

North Carolina Educator Effectiveness System (NCEES)

The North Carolina Educator Effectiveness System (NCEES) is a tool that includes an educator evaluator component and a professional development component. Educators are evaluated across the five standards outlined above in the North Carolina Professional Teaching Standards.

Once assessed, candidates receive a rating of "Developing", "Proficient", "Accomplished" or "Distinguished." Overall ratings for UNC System completers on the NCEES are shown below in Figure 8.

FIGURE 8. UNC SYSTEM COMPLETER NCEES PERFORMANCE, 2015 TO 2020



III. RECRUITMENT INTO THE EDUCATOR PIPELINE

The UNC System knows there is much work to be done to address the ever-increasing demands upon P12 schools to fill classrooms with high quality educators. A multi-pronged approach to recruiting potential educators is imperative. The P12 Division within the System Office has multiple recruitment initiatives to mitigate the current educator shortage within our state. A brief summary of these efforts is outlined in the following paragraphs.

North Carolina Teaching Fellows Program

First established in 1986, the North Carolina Teaching Fellows Program is a forgivable-loans-for-service program designed to recruit high-achieving students into the teaching profession. Teaching Fellows provides up to $4,125 per semester in financial aid that is repayable through teaching service in any North Carolina public school—traditional public, lab school, or charter school.

Reauthorized by the NC General Assembly in 2017, the Teaching Fellows program now focuses specifically on recruiting for the high-need subject areas of STEM and Special Education. The 2017 version of the program originally included five EPP partners -- two private universities and three UNC System institutions: North Carolina State University, the University of North Carolina at Chapel Hill, the University of North Carolina at Charlotte, Elon University, and Meredith College. In 2020, the General Assembly granted authorization for the program to expand to three additional EPPs, along with a directive to include diversity as a factor for consideration. Accordingly, the North Carolina Teaching Fellows Commission amended the original EPP application process to include metrics to capture both geographic and demographic diversity and selected Fayetteville State University, North Carolina Agricultural and Technical State University, and UNC Pembroke as the three additional Teaching Fellows institutions.

There are currently 229 active Teaching Fellows, including 91 Fellows who comprise the fifth class of candidates that was just selected to begin in the 2022-23 academic year. While the primary goal of the Teaching Fellows program is to produce high-quality educators in high-need subject areas, there is a particular focus on increasing the diversity of Teaching Fellows in terms of both racial and geographic representation – and the Teaching Fellows Commission is hopeful that the program's expansion to three additional partner institutions will be a significant step toward creating a larger geographic program footprint and foster greater diversity for prospective Teaching Fellows in the future. Notably, 29.9% of the 2022-23 Teaching Fellows cohort identify as an underrepresented minority, compared with just 22.6% of the NC teacher workforce. [12,13] Further, over half (53.3%) come from a North Carolina county with a college-going rate below the state average.

Future Teachers of North Carolina

The Future Teachers of North Carolina Program (FTNC) was established by the General Assembly in 2017. As originally structured, the purpose of the Future Teachers of North Carolina Program (FTNC) was to encourage high-achieving high school students to consider teaching as a profession by providing opportunity to enroll in college-level, introductory education courses that award up to six credit hours at a partnering UNC System institution. The three UNC System partner institutions are North Carolina A&T State University, the University of North Carolina Wilmington, and Western Carolina University.

Aligned with a request from the UNC Board of Governors, the General Assembly adopted changes that expands FTNC's program footprint to all System EPPs, allowing each university to apply for a grant to host a targeted, immersive recruitment event for high school juniors and seniors. For the 2021-2022 application cycle, grants were awarded to the following institutions:

- North Carolina Central University (Central Region)
- North Carolina A and T University (Central Region)
- East Carolina University (Eastern Region)
- UNC Charlotte (Western Region)
- Winston Salem State University (Western Region)

These FTNC events were hosted in summer, and each fostered enhanced partnership with the surrounding school districts and strengthened the recruitment pipeline by displaying a clear pathway from high school into an EPP. Across the five institutions, 242 applications were received from potential students and 136 attended the FTNC events resulting in an overall attendance rate of 56.1%. A list of the participating high schools may be found in Appendix B. Participants engaged in a variety of activities, including interactions with education faculty, current practicing teachers, and university education majors. Topics covered at the events included licensure, classroom culture, educator competencies, teaching fundamentals, and the student teaching experience.

[12] Underrepresented minorities include individuals who identify as American Indian or Alaska Native, Black or African American, Hispanic or Latino, or two or more races.

[13] Education Trust Educator Diversity State Profile: NORTH CAROLINA: https://edtrust.org/resource/educator-diversity-state-profile-north-carolina/.

TABLE 11. FTNC SYMPOSIUM PARTICIPANT DEMOGRAPHICS, 2021-22

Race/Ethnicity (N=136)	%
Asian	1.0%
Black or African American	42.2%
Latino/a (Hispanic)	4.0%
Multi-Racial	5.5%
White	47.0%
Gender (N=136)	**%**
Female	81.0%
Male	15.0%
Other	4.0%

Participants in the FTNC Symposium events were asked to submit answers to a survey about the effectiveness of the event as well as indicate their future plans to become an educator. The results of the survey are shown below in Table 12.

TABLE 12. FTNC SYMPOSIUM PARTICIPANT FUTURE FLANS SURVEY RESULTS, 2021-22

Survey Item (N=136)	%
Students who plan to choose teaching as a profession	93.0%
Students who plan to enroll in a community college, a constituent institution, a private postsecondary institution located in North Carolina, or a postsecondary institution located in another state	94.0%
Students who found the FTNC symposium "very or somewhat effective" in helping formulate a positive perception of the education profession	97.0%
Students who felt the FTNC Symposium increased the student's knowledge of the teaching profession and other careers in education	94.0%

North Carolina Principal Fellows Program

The Principal Fellows Program, created in 1993, was originally designed to provide state funded forgivable loans to principal candidates attending UNC System institutions. In 2015, the Transforming Principal Preparation Program (TP3), a competitive grants-based program for high-quality principal preparation, was established in North Carolina. In 2019, the General Assembly acted to reform principal preparation by enacting Senate Bill 227: TP3/Principal Fellows Consolidation. The legislation consolidated the traditional Principal Fellows Program with the Transforming Principal Preparation Program (TP3), revolutionizing the way North Carolina recruits and prepares school leaders. The consolidated program retains the competitive grants-based model of TP3 and the state-appointed Commission governance structure of the Principal Fellows Program. In the first full year of the merger (2021-22), 164 candidates graduated. As of August 2022, 90% of the graduates are serving in a school leadership position and 80% of these positions are in a high-need school.

Associate of Art and Associate of Science in Teacher Preparation Articulation Agreement

The Associate in Arts in Teacher Preparation (AATP) and Associate in Science in Teacher Preparation (ASTP) Uniform Articulation Agreement was approved by the State Board of Community Colleges July 16, 2021 and by the UNC Board of Governors July 22, 2021. The AATP and ASTP Articulation Agreement, jointly created by the North Carolina Community College System Education Faculty and UNC System Educator

Preparation Programs, is focused on facilitating transfer for students who begin education studies at a community college and then transfer to one of the UNC System Educator Preparation Programs (EPP). There are 15 Educator Preparation institutions within the UNC System. The goal of this agreement is the creation of a more seamless transfer process for students who begin their studies at a North Carolina community college and transfer to a UNC System Educator Preparation Program (EPP).

Beginning fall 2021, community college students holding the new degrees matriculated to UNC institutions to begin their teacher preparation programs. Receiving EPPs have worked to transition these students into a variety of education majors. NCCCS and the UNC System have recruited representatives to serve on the AATP/ASTP Transfer Committee who will address questions about the transferability of the course work under the AATP/ASTP Articulation Agreement, and/or any proposed changes to the policies, general education courses, or EDU courses. AATP/ASTP Transfer Committee will host its inaugural meeting in fall 2022.

Campus Recruitment Efforts

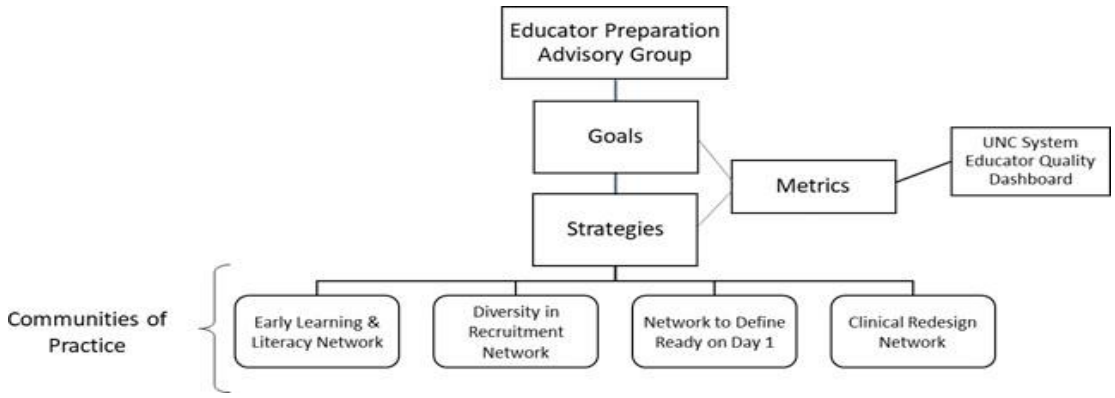
The UNC System receives an annual appropriation from the NC General Assembly of $750,000 to support teacher recruitment efforts for the 15 EPPs. The funds are disbursed to EPPs on the basis of quantitative and qualitative metrics like student completion, production in high-need licensure areas, successful recruitment of diverse candidates, and the effectiveness of EPP graduates. EPPs are able to utilize recruitment funds in a variety of ways: hosting student campus visits, offering outreach at career fairs, providing targeted student support, increasing outreach to LEA partners, marketing efforts, and supporting program improvements, among others. The funds can also provide staffing support for campus recruiters.

IV. INITIATIVES TO IMPROVE EDUCATOR QUALITY

The UNC System not only strives to recruit more education professionals to serve in North Carolina's public schools, but also seeks to ensure that each one of these individuals is well-prepared with the knowledge and skills to positively impact student academic achievement. Initiatives to improve overall educator quality have been guided by the Educator Preparation Advisory Group. In 2018, the UNC System Office commissioned a report, Leading on Literacy, to examine undergraduate teacher preparation programs within its constituent institutions. The study identified several opportunities for improvement in teacher preparation, particularly in effective literacy instruction. It also identified several possible ways for the UNC System Office to better support faculty and leaders in teacher recruitment and preparation more broadly. In response to these findings, the System Office convened an Educator Preparation Advisory Group in 2018, comprised of education experts across P12 and higher education, with the mission to support and accelerate improvement of teacher preparation across the UNC System.

Over the course of 18 months, the advisory group developed a set of goals, strategies, and actions to accelerate improvement in educator preparation and the advisory group created associated "communities of practice" to *catalyze action* among a group of EPPs within the UNC System to accelerate their progress toward one or more of the Advisory Group's goals (see Figure 9).

FIGURE 9: RELATIONSHIP BETWEEN THE ADVISORY GROUP'S GOALS, METRICS, STRATEGIES, AND COMMUNITIES OF PRACTICE



Currently, the Advisory group has launched two "communities of practice" on early literacy and clinical experiences.

Literacy Impact Coalition and UNC System Literacy Framework: Board of Governors Resolution

The Educator Preparation Advisory Group formulated the Early Learning and Literacy Impact Coalition as the first of the communities of practice. Teams from five diverse educator preparation programs (three UNC System institutions and two private institutions) developed a set of recommendations over the course of year. The working group, facilitated by Deans for Impact, a national non-profit, based its recommendations upon the belief that educator preparation programs must set clear expectations for early childhood and elementary candidates such that they understand and organizetheir teaching around effective principles and practices.

In February 2020, the co-chairs of the Educator Preparation Advisory Group presented to the Board of Governors the recommendations set forth by the Early Learning and Literacy Coalition, in addition to a progress report of the advisory group's efforts. In April 2020, the Board of Governors passed a Resolution on Teacher Preparation which charged UNC System educator preparation programs to develop a unified literacy framework to be adopted and implemented by all institutions.

Beginning in August 2020, the UNC System Office selected eight System faculty to serve as Literacy Fellows within the UNC System Literacy Framework Initiative, per the requirements of the resolution. The Literacy Fellows were chosen from a robust pool of applicants that included many strong candidates from across the UNC System representing a wealth of experience, research, and knowledge of evidence-based literacy practice.

Literacy Fellows collaborated with other literacy experts from within and outside the state, as well as UNC System Office staff, to develop a comprehensive literacy framework that reflects rigorous research on the essential components of reading and aligns with statutory requirements and other statewide literacy initiatives. The UNC System Literacy Framework incorporates the competencies and sub-competencies for what teacher candidates need to know and be able to do as future teachers of reading. In addition, extensive implementation guidance providing EPP faculty with strategies, learning activities, field experience suggestions, resources, and information on teaching diverse learners is included with the

framework. The Literacy Fellows developed a self-study tool for educator preparation programs based on the developed framework.

The framework was shared with all EPPs who provided feedback and suggested edits. This information was incorporated within the final version and offered to the EPPs in March 2021. Each EPP completed the self-study to ascertain the alignment of institutional level curriculum to the competencies and sub-competencies with the framework. The EPPs completed the analysis of their programs in three phases from spring 2021 through fall 2021, as well as developing an action plan for making any necessary changes to curriculum and/or field experiences. During the 2021-22 academic year, the EPPs worked on implementing their action plans to include changing course sequencing, revising courses, adding new courses, and revising field experiences to ensure that the UNC System Literacy Framework is fully integrated into elementary and special education-general curriculum programs.

Literacy Innovation Leaders Initiative

Efforts have been building across state policymakers and education agencies toward making a leap in evidence-based reading instruction. To ensure that pre-service and in-service teachers are effective reading teachers, synergy around the science of reading implementation, coordination, and evaluation across agencies—the Department of Public Instruction (DPI) and University of North Carolina System—is imperative to reflect each agency's core competency. While the UNC System Office had proposed to deliver LETRS training to in-service teachers in the fall 2021, the rapid momentum toward a much larger pilot funded by the General Assembly led to a series of conversations with the Department of Public Instruction about how to complement one another.

One explanation for the progress made in Mississippi is their emphasis on combining teacher preparation reforms with professional development for teachers to fundamentally change the way reading is taught statewide. We believe that the General Assembly's investment of $12 million and the generous support of the Spangler and Goodnight Education foundations have created an opportunity to implement a similar combination in our state. By coordinating our respective efforts to train in-service teachers in the Science of Reading (DPI) and integrate the Science of Reading into our teacher preparation programs (UNC) in a subset of target districts, we created an inaugural cohort of "Literacy Innovation Leaders"—EPP-LEA partnerships that can serve as test-beds for these ideas in North Carolina. Evaluation of those test-beds can then inform subsequent expansion of this effort.

Specifically, the UNC System Office selected five EPPs that are located in or have close partnerships with districts that DPI included in the first cohort as recipients of LETRS training under the $12 million pilot. The following EPPs serve as Literacy Innovation Leaders:

- Appalachian State University
- Fayetteville State University
- N.C. A & T
- UNC Charlotte
- UNC Pembroke

During 2021-2022, these inaugural Literacy Innovation Leaders engaged in a set of activities designed to prepare more teachers in the Science of Reading to include extensive redesign of current courses and field experiences to ensure alignment with the UNC System Literacy Framework; training for faculty, lab school teachers and a sample of pre-service teacher candidates in Language Essentials for Teaching Reading and Spelling (LETRS); and hosting partnership events and professional learning communities around the science of reading. In addition to the LETRS training on Literacy Innovation Leader campuses, a subset of faculty at each of the other EPPs, along with K-3 teachers at all six operational UNC lab schools, also participated in LETRS training in 2021-2022.

A notable example from one of the Literacy Innovation Leaders campuses is the University of North Carolina Charlotte, who is leading the way through the effort of literacy alignment. At UNCC, there are 19 Literacy Scholars (pre-service teacher candidates) who started LETRS training in August 2021 and completed the first year of the extensive professional development course in early summer. In January 2022, the Literacy Scholars started going two days a week to Niner University Elementary at Amay James, the Cato College of Education laboratory school. UNC System laboratory schools, or lab schools, are funded through the General Assembly and are aimed at "provid[ing] the opportunity to redefine and strengthen university partnerships with public schools, improve student outcomes, and provide high quality teacher and principal training."

UNC Charlotte's Niner University Elementary, in partnership with UNC Charlotte, hosted the cohort of Literacy Scholars who serve in classrooms two days each week. Coursework aligned to the literacy block at Niner University Elementary is delivered there, as well. The primary instructor gives an overview, context, and information before sending the Scholars out to teach into the classroom. Part of the process for Scholars is to teach about 14 lessons over the course of the semester, during their second semester as sophomores. EPP faculty at UNCC note that this approach is beneficial because of the embedded experiences with clinical experience. One faculty noted, "All day every day the students [Scholars] get a full picture of what students [at Niner Elementary] are experiencing and what instruction looks like."

The observation tool utilized in the clinical experience is the Observation Protocol to Assess Literacy (OPAL) Instrument, which is uniquely UNC Charlotte's and in the pilot phase at this time. The premise of the OPAL Instrument is that Scholars are observed during each phase of the literacy instruction, and the OPAL Instrument provides evidence of where the Scholars are intermittently throughout their coursework. This provides professors with timely information necessary for adjusting instruction to ensure that Literacy Scholars receive relevant, timely instruction that will then, in turn, impact their literacy instruction for the Niner Elementary students.

As part of its commitment to literacy, UNC Charlotte held a literacy summit. In alignment with the university's academic calendar, the summit was held on May 7, 2022. The summit began with a panel of literacy experts from across the state, and the focus was on literacy instruction in the pandemic. Participants then engaged into concurrent sessions with faculty, literacy leaders in local schools, and other leaders to attend sessions on addressing literacy instruction at various levels. The focus was on coaching, early literacy, differentiation, and intervention, both pre-pandemic and post-pandemic.

As a Literacy Innovation Leader, UNC Charlotte introduced the three innovations that are improving how teachers are trained at their institution. These ideas will be shared with other EPPs as exemplars of the integration of the science of reading into educator preparation. The ultimate goal of the *Literacy Innovation Leader (LIL) initiative* is to create synergy between education partners to address the continuum of educator preparation and development. This collaboration of critical friends offers the opportunity to positively impact EPPs, teacher and principal candidates, and LEAs to improve student achievement in reading.

Clinical Experiences Community of Practice

In addition to the focus on early literacy and as one of the Educator Preparation Advisory Groups' charges for improving educator preparation, the Clinical Experiences Community of Practice was established in fall 2021 and is comprised of EPP faculty and field placement coordinators along with P-12 school system leaders. This group spent the year examining the current landscape of clinical experiences through investigation of the best means to assess, build, and strengthen strategic partnerships between each UNC System Educator Preparation Program and its public school partners to ensure relevancy, continuous improvement, and preparation of high-quality teacher candidates; as well as analyzed the current state

of clinical experiences within educator preparation and develop recommendations on the most effective practices that make early, deliberate, and scaffolded clinical experiences more consistent across the UNC System, so that candidates' coursework and field work are closely aligned. The community of practice hopes to present their recommendations to the Educator Preparation Advisory Group in early fall 2022.

Principal Fellows – Learning Enhancements

North Carolina Principal Fellows not only complete rigorous graduate coursework as part of their MSA program but engage in additional professional learning designed to better prepare them to lead our State's most high-need schools. During the 2021-22 academic year, the NC Principal Fellows Program offered training to principal candidates that strengthened their decision-making skills. Through TregoED's Strategic Tools for Excellent Problem Solving (S.T.E.P.S.), Fellows used a data-driven, analytic process to examine critical school and district issues, enhance teamwork and communication, increase transparency and trust, improve stakeholder commitment, refine their implementation of decisions and initiatives, and develop strong conflict resolution strategies to mitigate emotionally-charged situations. Principal Fellows also participated in the Intrepid Leadership Workshop where they completed an assessment to discover their natural talents and how to develop those into strengths, maximizing potential to lead and manage schools. Additionally, Fellows examined the characteristics of a dysfunctional team and how to take culture-changing action to increase productivity. Finally, Principal Fellows were enrolled in an online, asynchronous course focused on the North Carolina Standards for School Executives Leadership Competencies. The course is designed to support aspiring leaders' development as problem solvers and critical thinkers. Further, course content enhances and deepens the internship experience Principal Fellows complete during the second year of the program. Through videos, articles, activities and reflective prompts, participants examine their own mindset, bias and experiences to consider perspectives different from their own. Completion of the course helps aspiring leaders to be better prepared and equipped for the hard conversations and decisions that school administrators face daily.

Beginning in 2022-23, the Principal Fellows Program will align its training plans with the North Carolina Department of Public Instruction's Operation Polaris, the State Board of Education's 2025 Statewide Strategic Plan, as well as the UNC System literacy initiatives. Fellows will focus on literacy, student support services, accountability and testing, and human capital. Throughout this and next year, Fellows will engage in training in the science of reading, completing LETRS (Language Essentials for Teaching Reading and Spelling) for Administrators. This plan supports NCDPI as they train elementary teachers and administrators across the state. The NCPFP, however, will provide the training to *all* grade-level aspiring leaders. The NC Principal Fellows Program will then include additional offerings such as standards-based instruction, social-emotional support, and recruitment and retention of staff. Plans continue to include use of the NC Standards for School Executives Leadership Competencies course throughout the Fellows' two-year program with leadership coaching for most participants occurring as part of their internship experience. For some, leadership coaching will also be available during their first and second year in the assistant principal role.

With the completion of a high-quality MSA program and engagement in university-specific enrichments, principal candidates receive a solid foundation to assist in their transition from teacher to administrator. In addition to these opportunities, Principal Fellows, through their participation in the additional enhancements offered by the State NCPFP, feel more confident and better equipped to support the students, teachers, and parents of North Carolina as effective school leaders.

RELATED SYSTEM OFFICE INITIATIVES

GEAR UP North Carolina

In 2019, the University of North Carolina System Office was awarded a new, seven-year, $25.7 million Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant. This is the fourth statewide GEAR UP grant that the UNC System has secured since 2000.

GEAR UP is a national college access initiative funded by the U.S. Department of Education, aimed at increasing the number of low-income students enrolled and succeeding in postsecondary education. As a state grantee, GEAR UP North Carolina collaborates on initiatives with state college access partners and disseminates college-going information statewide. In target school districts, located in financially disadvantaged areas, GEAR UP reaches students to get them motivated and on track to pursue postsecondary education. The program's work with 12th graders is designed to help students and their families think about college and complete college enrollment steps.

GEAR UP NC uses a two-part strategy to serve students in nineteen schools across multiple school districts. During the 2021-22 academic year, services were provided to a cohort of 7th, 8th, and 9th-grade students and their families, as well as educators, in four middle schools. Services include customized instruction and support to improve math and science preparation and afterschool and summer academic enrichment. These students will continue to receive support, including access to apprenticeship opportunities, as they complete high school and their first year of postsecondary education. Fifteen high schools across multiple school districts will receive GEAR UP priority services with special consideration given to high schools with low rates of college enrollment. In the priority model, twelfth graders and their families receive just-in-time support, such as financial aid counseling, college advising, and college match and fit counseling. Students also receive coaching during their first year of postsecondary education to increase postsecondary persistence. By 2026, GEAR UP North Carolina will provide academic preparation and college access services to nearly 35,000 students and their families.

Digital Learning Initiative

The UNC System and the North Carolina Independent Colleges and Universities (NCICU) are working collaboratively under a contract with the North Carolina State Board of Education to create professional development modules related to the Digital Learning Competencies for faculty at educator preparation programs. As part of this effort, a joint working group comprised of representatives from the UNC System andNCICU was established. During the 2021-2022 academic year, the working group has jointly completed the following deliverables:

- Developed a rubric to be used to review and assess the four professional development modules submitted to DPI by the NCICU and UNC Workgroups in June of 2021.
- Created and implemented a peer-review process wherein non-Workgroup NCICU and UNC EPP faculty members are selected to review and assess the four professional development modules submitted in June of 2021.
- Refined the four PD modules submitted in June 2021 based on feedback received from the peer-review process.
- Created four additional PD modules or courses to serve as examples for the library of PD offerings to represent each of the four Digital Learning Competencies (DLCs): Leadership in Digital Learning; Digital Citizenship; Digital Content and Instruction; and Data and Assessment.
- Provided a joint presentation by NCICU and UNC at the 2021 NCACTE conference.
- Curated all deliverables developed during Phase 1 through Phase 5 in a digital location provided by DPI.

Laboratory Schools

In 2016, the North Carolina General Assembly passed legislation requiring the UNC Board of Governors to establish eight lab schools aimed at improving student performance in low-performing schools. The legislation was modified in 2017 to require the creation of nine lab schools. These laboratory schools are considered K-12 public schools of choice, operated by a UNC System institution rather than by a local school district. In 2021-2022, six laboratory schools were in operation: East Carolina University's Community School, Western Carolina University's The Catamount School, Appalachian State University's Appalachian Academy at Middle Fork, The University of North Carolina at Greensboro's Moss Street Partnership School, the University of North Carolina Wilmington's D.C. Virgo Preparatory Academy and most recently The University of North Carolina at Charlotte's Niner University Elementary. Per legislation, three additional lab schools opened three additional laboratory schools in fall of 2022 and include Appalachian State University's Academy at Elkin (second school), North Carolina A and T's Aggie Academy, and UNC's Carolina Community Academy.

The establishment of the UNC laboratory schools provides the opportunity to redefine and strengthen university partnerships with public schools, improve student outcomes, and provide high quality teacher and principal training. The Lab Schools directly partner with local school districts to promote evidence-based teaching and school leadership, while offering real-world experience to the next generation of teachers and principals. UNC Lab Schools serve every part of the University of North Carolina System mission — teaching, research, and public service.

V. STRATEGIC RESEARCH

Educator Quality Dashboards

In the spring of 2021, a team of System Office staff and Educator Preparation Program (EPP) faculty from UNC System institutions contracted with HelioCampus – a tech firm with a track-record of designing and building data dashboards using higher education institution data. This team conceptualized a set of educator quality dashboards to serve two constituencies: 1) faculty and staff at System Office institutions who could benefit from having a single location for aggregated program data that could be used in decision-making and accreditation reporting, and 2) the broader public with an interest in educator preparation program (EPP) performance metrics at UNC System institutions.

In October 2021, the System Office extended its contract with HelioCampus, and assembled a team of HelioCampus development engineers and researchers with the Educational Policy Initiative at Carolina (EPIC) who met weekly to gather, analyze and develop datasets into visual representations through dashboards. Two sets of dashboards were developed: 1) institution-facing dashboards (accessible only to those working at UNC System EPPs), and 2) public facing dashboards accessible to the general public.

As of October 2022, quality control testing institution-facing and public facing dashboards is underway with plans to share the dashboards with select EPP faculty and staff for further testing and quality control.

The final product will be a resource for EPP faculty and staff to track EPP students from enrollment into the institution, formal admission into an EPP, completion of the EPP, the process to obtain licensure, and employment, performance, and retention in a North Carolina public school beyond completion of their EPP. Additionally, the public-facing dashboard will be a resource for constituencies interested in tracking System Office EPP goals around 1) recruitment and retention, 2) literacy, 3) clinical experiences, and 'ready day 1', that is, measuring candidate preparedness to be successful in the classroom.

The System Office continues to work with the team of HelioCampus staff to refine the dashboards for optimal performance and include additional data points as they become available. Once complete, the new EPP Dashboards functionality will facilitate a more detailed level of data disaggregation for future iterations of this report.

CONCLUSION

Preparing more high-quality teachers and school leaders for North Carolina's P12 students is one of the University of North Carolina System's highest priorities. This goal is central to the UNC System's mission and strategic plan. While no single solution will transform North Carolina's educator workforce alone, the System Office's work makes an important contribution in fostering the success of North Carolina students.

The goals, strategies, programs, and initiatives outlined in this report reflect the UNC System's long-standing contribution and renewed commitment to the long-term success of P12 education in North Carolina. It is worth noting that a global economy and an ever-changing policy landscape both underscore the vital need to continually expand and reexamine the System Office's efforts to make meaningful reforms to educator preparation the linchpin of transformative change for P12 education.

APPENDICES

Appendix A:

School Administrator Data by Region

TABLE A.1. COUNT OF ADMINISTRATORS BY AGE GROUP, BY REGION, 2020-21

	Avg Age	<40	40-44	45-49	50-54	55+
Superintendents						
Statewide	***52.09***	***1***	***14***	***29***	***41***	***37***
Northeast	51.37	0	3	5	7	4
Southeast	52.75	0	0	4	5	3
North Central	52.06	0	3	4	6	5
Sandhills	52.36	1	3	2	2	6
Piedmont Triad	52.53	0	1	3	8	5
Southwest	51.15	0	2	3	3	5
Northwest	50.14	0	1	5	6	2
Western	54.40	0	1	3	4	7
Principals						
Statewide	***46.66***	***434***	***547***	***681***	***498***	***343***
Northeast	46.84	33	43	36	30	34
Southeast	48.39	29	47	66	55	51
North Central	46.54	105	106	134	106	76
Sandhills	48.41	30	41	82	55	48
Piedmont Triad	46.17	75	100	130	80	46
Southwest	45.55	103	128	126	102	43
Northwest	45.70	40	40	51	30	23
Western	47.23	19	42	56	40	22
Assistant Principals						
Statewide	***43.95***	***1,045***	***657***	***609***	***486***	***349***
Northeast	45.15	41	35	41	24	23
Southeast	44.43	90	61	52	46	39
North Central	43.10	311	176	159	113	79
Sandhills	45.02	89	59	63	47	46
Piedmont Triad	44.21	169	107	105	85	51
Southwest	44.09	223	150	144	118	69
Northwest	43.52	51	36	17	20	19
Western	43.36	71	33	28	33	23

TABLE A.2. COUNT OF ADMINISTRATORS BY YEARS OF EDUCATION EXPERIENCE, BY REGION, 2020-21

	Avg Years	<10	10-14	15-19	20-24	25-29	30+
Superintendents							
Statewide	***26.09***	***6***	***1***	***8***	***27***	***41***	***39***
Northeast	26.11	0	0	2	4	10	3
Southeast	27.58	0	0	1	2	4	5
North Central	23.44	2	0	1	7	2	6
Sandhills	26.43	1	0	1	3	4	5
Piedmont Triad	25.41	1	1	0	2	8	5
Southwest	24.23	2	0	2	2	3	4
Northwest	25.71	0	0	1	5	6	2
Western	30.47	0	0	0	2	4	9
Principals							
Statewide	***21.55***	***63***	***285***	***607***	***766***	***533***	***249***
Northeast	20.61	12	24	41	50	31	18
Southeast	22.87	4	22	52	67	71	32
North Central	21.61	11	66	142	129	121	58
Sandhills	22.67	2	23	47	94	59	31
Piedmont Triad	21.42	5	52	110	135	97	32
Southwest	20.98	15	53	135	165	96	38
Northwest	20.47	8	27	43	61	28	17
Western	21.87	6	18	37	65	30	23
Assistant Principals							
Statewide	***17.92***	***399***	***676***	***816***	***688***	***403***	***170***
Northeast	17.59	22	37	42	35	25	8
Southeast	17.98	34	61	73	67	41	12
North Central	17.33	120	197	218	174	85	44
Sandhills	18.20	36	68	76	60	46	18
Piedmont Triad	18.36	55	109	130	129	66	28
Southwest	18.40	75	138	196	160	95	41
Northwest	17.10	23	30	45	21	19	5
Western	17.89	34	36	36	42	26	14

TABLE A.3. COUNT OF ADMINISTRATORS BY HIGHEST DEGREE EARNED, BY REGION, 2020-21

	Bachelor's	Master's	Sixth Year Advanced	Doctoral
Superintendents				
Statewide	***3***	***8***	***19***	***92***
Northeast	1	2	3	13
Southeast	0	1	2	9
North Central	0	0	2	16
Sandhills	0	1	0	13
Piedmont Triad	0	2	0	15
Southwest	2	0	2	9
Northwest	0	1	4	9
Western	0	1	6	8
Principals				
Statewide	***35***	***1,916***	***238***	***314***
Northeast	2	143	17	14
Southeast	3	196	17	32
North Central	2	417	40	68
Sandhills	10	197	17	32
Piedmont Triad	3	300	65	63
Southwest	8	387	39	68
Northwest	3	141	19	21
Western	4	135	24	16
Assistant Principals				
Statewide	***176***	***2,632***	***178***	***160***
Northeast	10	133	14	7
Southeast	19	247	9	13
North Central	52	713	38	35
Sandhills	18	252	13	21
Piedmont Triad	27	437	35	18
Southwest	38	578	41	47
Northwest	5	121	7	10
Western	7	151	21	9

TABLE A.4. COUNT OF ADMINISTRATORS BY RACE AND GENDER, BY REGION, 2020-21

	Female	Male	Asian	African Am.	Hispanic	Am. Indian	White
Superintendents							
Statewide	***31***	***91***	***0***	***31***	***3***	***2***	***85***
Northeast	4	15	0	7	1	0	11
Southeast	2	10	0	3	0	0	9
North Central	7	11	0	9	1	0	8
Sandhills	3	11	0	5	0	0	9
Piedmont Triad	9	8	0	3	1	0	13
Southwest	1	12	0	3	0	1	8
Northwest	3	11	0	1	0	1	12
Western	2	13	0	0	0	0	15
Principals							
Statewide	***1,545***	***952***	***9***	***633***	***26***	***28***	***1,759***
Northeast	109	67	0	65	2	1	105
Southeast	152	96	0	51	2	2	187
North Central	331	195	1	189	10	0	321
Sandhills	159	95	1	85	2	21	142
Piedmont Triad	266	163	2	112	3	1	301
Southwest	325	176	4	114	6	2	364
Northwest	102	82	1	11	1	1	168
Western	101	78	0	6	0	0	171
Assistant Principals							
Statewide	***2,043***	***1,090***	***14***	***1,001***	***48***	***34***	***1,976***
Northeast	114	47	3	68	4	0	83
Southeast	215	73	0	66	2	1	214
North Central	522	313	3	329	16	5	468
Sandhills	207	95	3	131	5	23	135
Piedmont Triad	329	186	2	191	11	1	296
Southwest	454	247	3	199	8	3	473
Northwest	90	53	0	8	0	0	133
Western	112	76	0	9	2	1	174

Appendix B:

FNTC Participating High Schools

High School	Local Education Agency
Carter G. Woodson	Charter School
Cary High School	Wake County Schools
CE Jordan High School	Durham Public Schools
Central Cabarrus High School	Cabarrus County
Charlotte Teacher Early College	Charlotte-Mecklenburg Schools
Currituck County High School	Currituck County Schools
D.H. Conely High School	Pitt County Schools
Dudley High School	Guilford County Schools
East Duplin High School	Duplin County Schools
Eastern Guilford High School	Guilford County Schools
ECU Early Innovation College High School	Pitt County Schools
Gates County High School	Gates County Schools
Greensboro College Middle College	Guilford County Schools
Heide Trask High School	Pender County Schools
High Point Central High School	Guilford County Schools
J H Rose High School	Pitt County Schools
Jackson High School	Guilford County Schools
Jesse C. Carson High School	Rowan-Salisbury Schools
Johnston County Early College	Johnston County Schools
Jones Senior High School	Jones County Schools
Lee County High School	Lee County Schools
Mount Pleasant High School	Cabarrus County Schools
Myers Park High School	Charlotte-Mecklenburg Schools
Needham Broughton High School	Wake County Schools
New Bern High School	Craven County Schools
North Forsyth High School	Forsyth County Schools
North Lenoir High School	Lenoir County Schools
North Pitt High School	Pitt County Schools
Northwest Cabarrus High School	Cabarrus County Schools
Norvilles Home School	Home School
Onslow Early College High School	Onslow County Schools
Pamlico County High School	Pamlico County Schools
Patton High School	Burke County Public Schools
Penn Griffin School for the Arts	Guilford County Schools
Perquimans County High School	Perquimans County Scools
Person Early College	Person County Scools
Person High School	Person County Scools
Piedmont High School	Union County Public Schools
Pitt County Schools Early College	Pitt County Schools
Princeton High School	Johnston County Schools
Providence Grove High School	Randolph County
Reynolds High School	Winston-Salem/Forsyth County

Southern Guilford High School	Guilford County
Southern Wayne High School	Wayne County Schools
Southside High School	Beaufort County Scoools
Southwest Edgecome High School	Edgecombe County Schools
STEM Early College A&T	Guilford County Schools
T.C. Roberson High School	Buncombe County Schools
Union Pines High School	Moore County Schools
Virtual Academy	N/A
Warren Early College	Warren County Schools
West Carteret High School	Carteret County Schools
Western Harnett High School	Harnett County Schools

Educator Preparation Efforts at the University of North Carolina System Office

Report to the Joint Legislative Education Oversight Committee

October 15, 2022

University of North Carolina System
Chapel Hill, North Carolina

INTRODUCTION

Pursuant to Section 2.4.(d) G.S. 116-11(12d), the Board of Governors shall provide a comprehensive annual report on educator preparation efforts at The University of North Carolina. The report shall include information about educator preparation and recruitment, initiatives to improve educator quality, student success measures, and strategic research and related efforts. The educator preparation report shall be due on October 15 of each year to the Joint Legislative Education Oversight Committee. The Board shall provide a copy of the report to the State Board of Education.

The purpose of this report is to provide information to the Joint Legislative Education Oversight Committee concerning the fifteen educator preparation programs at the constituent University of North Carolina System institutions and the trends that influence supply and demand of teachers and school-based administrators in North Carolina. For this review, school administrators are defined as superintendents, principals, and assistant principals. The data presented in this report represent the most recent information available for each indicator. This report is divided into five sections:

I. State of the State (for both teachers and principal preparation)
II. Student and Educator Preparation Programs (EPP) Completer Success Measures
III. Recruitment into the Educator Pipeline
IV. Initiatives to Improve Educator Quality
V. Strategic Research

Ensuring that all North Carolina's schools have highly effective educators is critical. Recruiting and retaining effective new teachers, principals, and certified support staff is paramount to the success of our state's students and to ensuring that there is a well-trained workforce to support economic growth. Our success recruiting educators today will define the success of the public schools in North Carolina tomorrow. Indeed, increasing the number of first-year educators working in a North Carolina K-12 public school after earning their credential from a UNC System institution is among the 12 goals in the UNC System Office 2022-27 Strategic Plan.

I. STATE OF THE STATE: TEACHER AND PRINCIPAL PREPARATION

Teacher Preparation

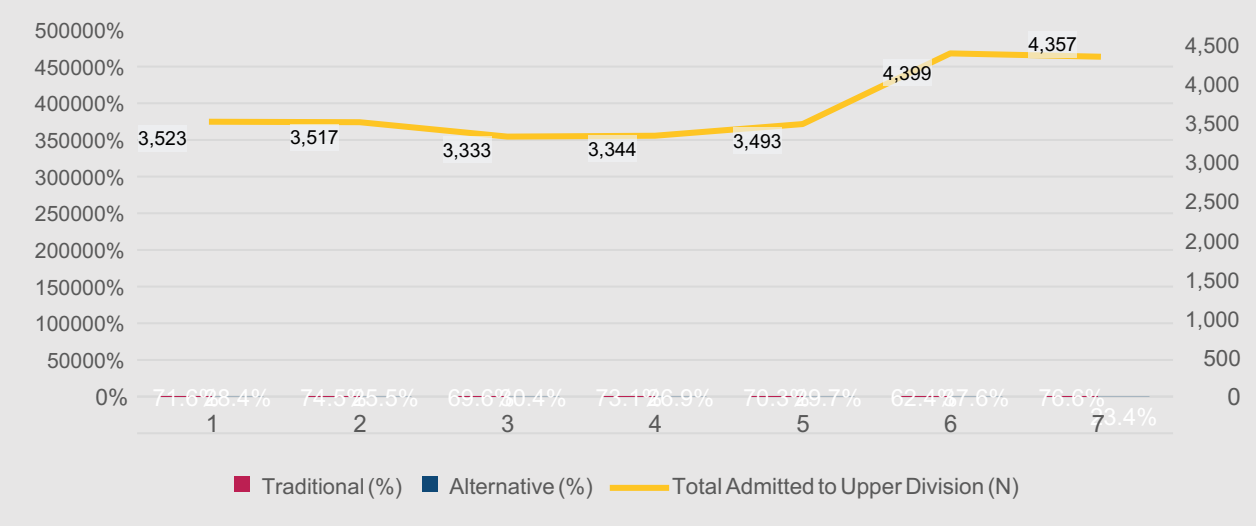
In North Carolina, ensuring a supply of highly-qualified teachers for our public schools is an essential need – one that is central to the mission of the University of North Carolina System as many System institutions were founded over the past two centuries for the purpose of teacher preparation. While their missions have expanded since those early days, the focus on educator preparation remains paramount.

Unfortunately, we know this critical need is more of a challenge than ever before. From 2015 to 2017, the number of individuals admitted and enrolled in educator preparation programs for initial licensure declined by 5.4 percent, mirroring national trends.[1] Added to this are the same underlying perennial issues: a shortage of teachers in high-needs subject areas (particularly Special Education and STEM), difficulty recruiting teachers to rural areas, a lack of racial and gender diversity, and, among others, the empirical reality that younger generations are less likely to remain at the same job, or even in the same field, for their entire career.

[1] The range represents the earliest year of data available (2015) to the point of lowest enrollment (2017) over the observed period of 2015-2021.

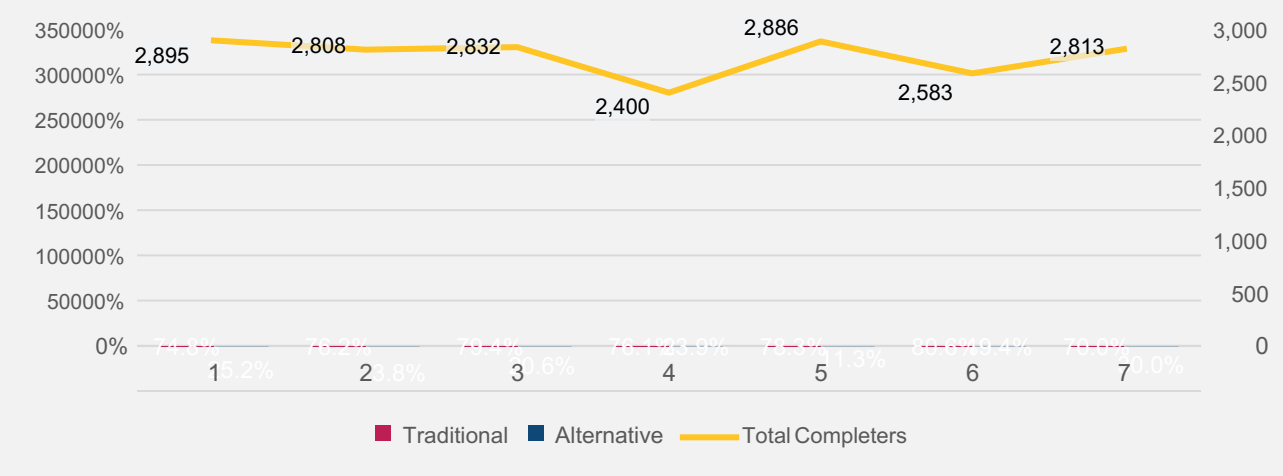
Notably, this downward trend has been reversing. Since 2017, the number of individuals who are enrolled and formally admitted (i.e., upper division) to UNC teacher preparation programs has increased from 3,333 to 4,357 – a 23.7 percent increase. Substantial growth in Residency and Licensure Only programs has fueled this overall increase. A breakdown of enrollment trends by traditional and alternative pathways is shown below in Figure 1.

FIGURE 1. ENROLLMENT IN UPPER DIVISION EDUCATOR PREPARATION PROGRAMS, 2015-2021 [2]



The trend in teacher production saw a similar downward then upward trajectory, due in-part to increases in educators who matriculated through the Residency and Licensure Only pathways. Since 2018, overall educator production has increased 17.2 percent, with 2,813 completers in 2021, nearly matching the 2015 high point of 2,895 completers (Figure 2).

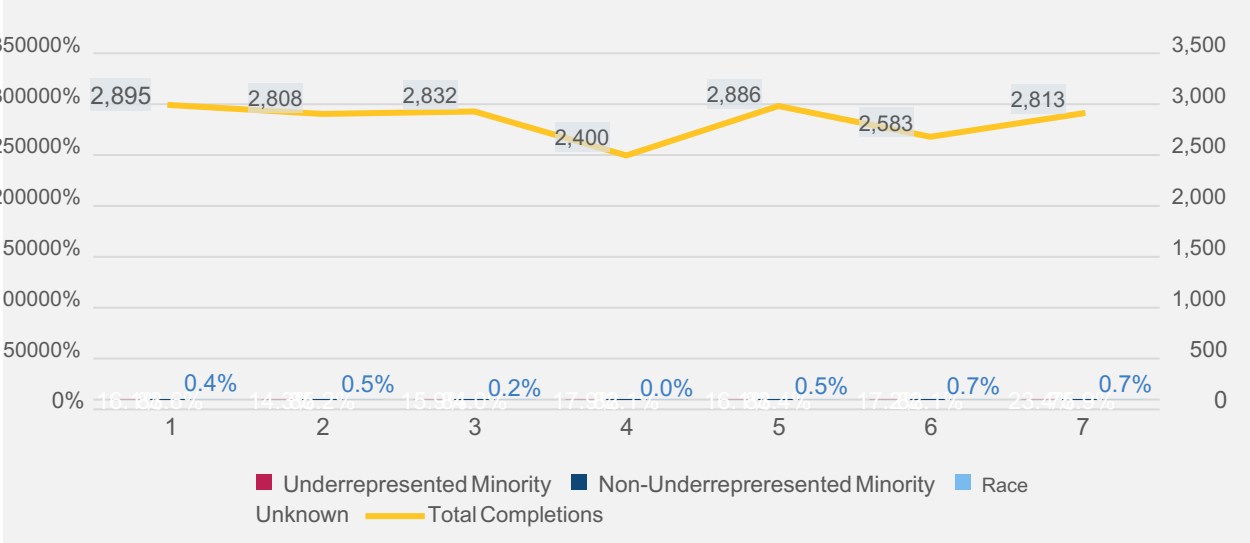
FIGURE 2. PROGRAM COMPLETERS (TEACHER PRODUCTION) BY PATHWAY, 2015-2021 [3]



[2] Source: NC Educator Preparation Program Dashboard, "IHE – Public" Admission Totals: https://ncdpi.tiny.us/NCEPP
[3] Source: NC Educator Preparation Program Dashboard, "IHE – Public" Completions Totals https://ncdpi.tiny.us/NCEPP

Between 2015 and 2020, the proportion of UNC System completers who identified as underrepresented minorities was between 14 and 17 percent; however, in 2021, 23.4 percent of the 2,813 UNC System EPP completers identified as underrepresented minorities. An annual breakdown of the proportion of completers identifying as underrepresented minorities is shown below in Figure 3.

FIGURE 3. PROGRAM COMPLETERS (TEACHER PRODUCTION) BY MINORITY STATUS, UNC SYSTEM INSTITUTIONS, 2015-2021[4]



Employment and Retention in North Carolina Public Schools

According to the North Carolina Department of Public Instruction, between 2015 and 2018, there were 8,789 students completing their educator preparation program through a traditional licensure pathway. Just under three-quarters (72.9 percent) were employed in a North Carolina public school within three years of completing their program. Of those candidates employed within three years, 82.5 percent taught for 3+ years in a North Carolina public school before leaving. [5]

The 15 Educator Preparation Programs in the UNC System are leading the effort to prepare teachers to be successful and employed in North Carolina. UNC System graduates make up 54.9 percent of new, first-year public school teachers in North Carolina, but that number could be a lot higher. The 2022-27 UNC System Strategic Plan calls for us to increase the number of System-educated 1 st-Year public school employees, including certified classroom teachers, assistant principal, principal, and other certified staff (i.e., those working in social services, health services, guidance services, media services, nurses licensed through NCDPI, speech services, audiologists, school psychologists, teacher mentors, and instructional coaches/facilitators).

UNC System graduates are teaching children in North Carolina's low-performing schools and schools with higher proportion of low-income student enrollments. In the 2021 school year, 19.1 percent of UNC System completers were employed in a low-performing school. Further, 22.8 percent of UNC System

[4] Source: NC Educator Preparation Program Dashboard, "IHE – Public" Completions Totals https://ncdpi.tiny.us/NCEPP. "Underrepresented minorities" are individuals who identify as American Indian of Alaska Native, Black or African American, Hispanic or Latino, and two or more races.

[5] Source: NC Educator Preparation Program Dashboard, "Initial Employment and Retention" https://ncdpi.tiny.us/NCEPP. Initial employment and retention figures for candidates completing through alternative routes was not available on the DPI dashboard.

completers were employed in a “high poverty” school, that is, a school with a proportion of free and reduce-priced lunch students greater than or equal to 75 percent of all North Carolina Public Schools.

Licensure Exam Pass Rates

Teacher education candidates are required per statute to demonstrate competency in their content area by passing licensure exams. Traditional route candidates have three years following program completion to receive their initial professional license (IPL), while Alternate route candidates (ALT) receive their initial license prior to program completion. Both groups have three years following receipt of the initial license to convert to a continuing professional license.

Roughly 80 percent of UNC System 2015 to 2018 EPP completers have earned their initial licensure. There was a sharp increase in the proportion of alternative licenses earned between 2015 (12.6 percent) and 2018 (20.2 percent). Details on the proportion of UNC System completers earning their initial license is shown below in Table 1 (because these data reflect teacher licensure status three years after completing, data on completers from 2018 corresponds to licensure status in 2021, which is the most recent year of data available).

TABLE 1. UNC SYSTEM EPP COMPLETERS EARNING INITIAL LICENSURE, BY LICENSURE TYPE, 2015-2018

	Year of Program Completion			
	2015	2016	2017	2018
Total Completers	2,884	2,768	2,860	2,409
Completers Earning Initial License	83.2%	79.7%	79.5%	79.2%
Initial Professional License	*70.6%*	*66.7%*	*65.8%*	*59.0%*
Alternate License	*12.6%*	*13.0%*	*13.7%*	*20.2%*

The proportion of initial license completers converting their initial license to a Continuing Professional License is shown below in Table 2.

TABLE 2. UNC SYSTEM EPP COMPLETERS LICENSURE CONVERSIONS, BY LICENSURE TYPE, 2015-2018

	Year of Program Completion			
	2015	2016	2017	2018
Initial Licenses	668	2,103	2,110	1,719
License Conversions	79.2%	86.4%	83.5%	78.7%
IPL to Continuing License	*44.3%*	*74.8%*	*67.0%*	*71.4%*
ALT to Continuing License	*34.9%*	*11.6%*	*16.5%*	*7.3%*

Principal Preparation

This section of the report includes data concerning school administration programs at the constituent University of North Carolina System institutions and the trends that influence supply and demand of school-based administrators in North Carolina. For this report, school administrators are defined as superintendents, principals, and assistant principals.

The data were collected by the North Carolina Department of Public Instruction and provided to the UNC System Office by the Education Policy Initiative at Carolina (EPIC). The data represent the most recent information available for each indicator.

Demographics of North Carolina School Administrators

Superintendents. Demographic data indicate that 75 percent of school superintendents in North Carolina public schools during the 2020-21 academic year were male, 70 percent were White, 26 percent were African-American, and the average age was 52 years. Superintendents reported an average of 26.1 years of experience in education, with seven percent having achieved a master's degree and 91 percent holding doctorates or other advanced degrees.

Principals. The data also indicate that 62 percent of North Carolina public school principals were female, 72 percent were White, and 26 percent were African-American. The average age for principals was 47 with a range of 46-49 across regions. Data indicate principals had an average of 21.6 years of experience in education with 77 percent having achieved a master's degree, and 22 percent holding doctorates or other advanced degrees.

Assistant Principals. The data show that North Carolina assistant principals are 65 percent female, 64 percent White, and 33 percent African-American. Assistant principals were mostly in their early to mid-40s, with an average of 43 to 45 years of age across regions. Assistant principals averaged 17.9 years of experience in education, with 84 percent having achieved a master's degree and 11 percent holding doctorates or other advanced degrees.

The following tables provide detailed demographic data about North Carolina's superintendents, principals, and assistant principals. For detailed descriptive counts by state region, see Appendix A at the end of this report.

TABLE 3. ADMINISTRATORS BY AGE GROUP, 2020-21

	Avg Age	<40	40-44	45-49	50-54	55+
Superintendents	52.09	1	14	29	41	37
Principals	46.66	434	547	681	498	343
Assistant Principals	43.95	1,045	657	609	486	349
Total Counts	--	*1,480*	*1,218*	*1,319*	*1,025*	*729*

TABLE 4. ADMINISTRATORS BY YEARS OF EXPERIENCE, 2020-21

	Avg Years	<10	10-14	15-19	20-24	25-29	30+
Superintendents	26.09	6	1	8	27	41	39
Principals	21.55	63	285	607	766	533	249
Assistant Principals	17.92	399	676	816	688	403	170
Total Counts	--	*468*	*962*	*1431*	*1481*	*977*	*458*

TABLE 5. ADMINISTRATORS BY HIGHEST DEGREE EARNED, 2020-21

	Bachelor's	Master's	Sixth Year Advanced	Doctoral
Superintendents	3	8	19	92
Principals	35	1,916	238	314
Assistant Principals	176	2,632	178	160
Total Counts	*214*	*4,556*	*435*	*566*

TABLE 6. ADMINISTRATOR BY RACE AND GENDER, 2020-21

	Female	Male	Asian	African Am.	Hispanic	Am. Indian	White
Superintendents	31	91	0	31	3	2	85
Principals	1,545	952	9	633	26	28	1,759
Assistant Principals	2,043	1,090	14	1,001	48	34	1,976
Total Counts	*3,619*	*2,133*	*23*	*1,665*	*77*	*64*	*3,820*

Demand Trends for North Carolina School Administrators

Figure 4 outlines retention rates for North Carolina's principals in the 2013-14 through 2019-20 academic years. Across these seven years, approximately 85 to 89 percent of principals returned to the principalship in North Carolina the following year. Five years out, approximately half of North Carolina's principals were no longer in that position.

Figure 4. Principal Retention Rates, 2013-14 to 2019-20 Cohorts

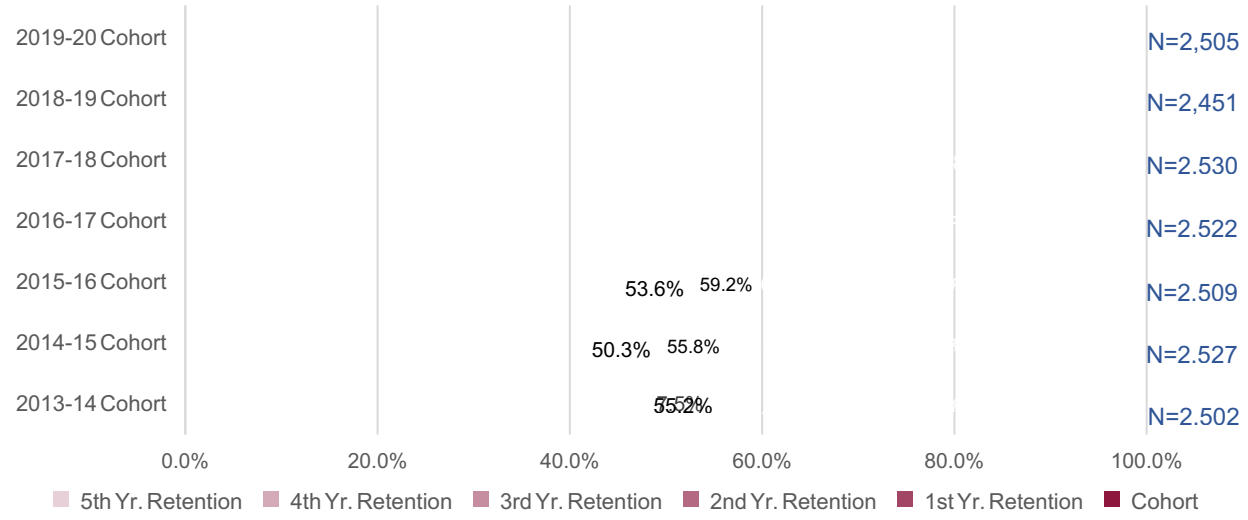


Table 7 presents data on the number of newly hired assistant principals holding provisional licenses. A one-year provisional license may be issued by a local board of education to an individual selected for employment as an assistant principal if:

- The local board has determined there is a shortage of persons who hold or are qualified to hold a principal's license and the employee enrolls in an approved program leading to a master's degree in school administration before the provisional license expires; or
- The employee is enrolled in an approved Master of School Administration (MSA) program and is participating in that program's required internship.

During the 2020-21 academic school year, 7.8 percent of all newly hired assistant principals held provisional licenses. This number varies greatly by region, with 26.1 percent of newly hired assistant principals holding a provisional license in the Northwest region and one percent holding a provisional license in the Piedmont Triad region.

TABLE 7. NEWLY HIRED ASSISTANT PRINCIPALS (2020-21) WHO HOLD A PROVISIONAL LICENSE

		Provisional Licenses	
	Total New APs	N	%
Statewide	*421*	*33*	*7.8%*
Northeast	32	4	12.5%
Southeast	27	4	14.8%
North Central	97	8	8.2%
Sandhills	38	2	5.3%
Piedmont Triad	89	1	1.1%
Southwest	78	4	5.1%
Northwest	23	6	26.1%
Western	37	4	10.8%

Table 8 displays the number of new school administrators statewide and by region in the 2019-20 academic year.

TABLE 8. NUMBER OF NEW SUPERINTENDENTS, PRINCIPALS, AND ASSISTANT PRINCIPALS, BY REGION (2020-21)

	New Superintendents	New Principals	New Assistant Principals
Statewide	*14*	*224*	*421*
Northeast	3	21	32
Southeast	1	22	27
North Central	1	37	97
Sandhills	3	19	38
Piedmont Triad	1	40	89
Southwest	3	41	78
Northwest	1	21	23
Western	1	23	37

Supply Trends for North Carolina School Administrators

Table 9 provides data collected by the Department of Public Instruction related to the annual supply for principals and assistant principals. In 2020-21, 79 percent of newly hired principals had served as assistant principals in 2019-20. Of the newly hired assistant principals in 2020-21, fewer than half, 45 percent, were classroom teachers in the previous year. Additionally, 13.5 percent of newly hired assistant principals were employed as assistant principal interns in 2019-20.

TABLE 9. SOURCES OF NEW PRINCIPALS AND ASSISTANT PRINCIPALS (APS) 2020-21

		New Principals Who Were APs in Prior Year			New APs Who Were Teachers in Prior Year		New APs Who Served as Interns in Prior Year	
	Total New Principals	N	%	Total New APs	N	%	N	%
Statewide	*224*	*177*	*79.0%*	*421*	*190*	*45.1%*	*57*	*13.5%*
Northeast	21	16	76.2%	32	15	46.9%	1	3.1%
Southeast	22	19	86.4%	27	17	63.0%	--	--
North Central	37	31	83.8%	97	36	37.1%	31	32.0%
Sandhills	19	13	68.4%	38	28	73.7%	3	7.9%
Piedmont Triad	40	31	77.5%	89	24	27.0%	14	15.7%
Southwest	41	31	75.6%	78	36	46.2%	3	3.8%
Northwest	21	18	85.7%	23	17	73.9%	--	--
Western	23	18	78.3%	37	17	45.9%	5	13.5%

Table 10 provides the number of graduates of North Carolina's Master of School Administration (MSA) programs. Since the 2016-17 academic year, UNC System principal preparation programs have produced nearly 1,400 school leaders.

Table 10. MSA Degrees Conferred at UNC System Institutions, 2016-17 to 2020-21

Institution	2016-17	2017-18	2018-19	2019-20	2020-21	Institution Totals
ASU	19	24	17	19	28	107
ECU	41	61	48	53	39	242
ECSU	8	8	9	5	2	32
FSU	10	13	14	13	14	64
NCA&T	10	8	6	17	4	45
NCCU	26	14	19	16	15	90
NCSU	35	66	14	33	19	167
UNCA	--	--	--	--	--	0
UNC-CH	32	27	30	15	17	121
UNCC	19	36	28	23	20	126
UNCG	10	15	31	31	6	93
UNCP	19	12	27	33	38	129
UNCW	19	7	16	15	11	68
WCU	15	29	18	28	21	111
WSSU	--	--	--	--	--	0
Total Counts	*263*	*320*	*277*	*301*	*234*	*1,395*

Discussion of Findings

A 2016 study by the National Center for Education Statistics provides an analysis of national demographic trends in school leadership using data from the 1987-88 through 2011-12 administrations of the Schools and Staffing Survey (SASS). During this 25-year timeframe, the number of female principals in public schools increased from 25 percent to 52 percent. With regard to race and ethnicity, minimal change occurred, with African-American principals increasing from nine percent to ten percent, Hispanic principals increasing from three percent to seven percent, and White principals decreasing from 87 percent to 80 percent. The average age of principals also remained fairly consistent, increasing from 46.8 to 48.0 years of age. A greater number of public school principals reported having received master's degrees (53 percent to 62 percent); however, there was a decline in the number of principals having achieved doctorates or other advanced degrees (44 percent to 36 percent).[6]

Demographic Trends.

Based on the 2020-21 data for North Carolina school administrators, superintendents were well educated, with 91 percent holding doctorate or other advanced degrees. Superintendents also had significant experience in education, with an average of 26 years in the field; however, with an average of 52 years of age, many are also nearing retirement (i.e., full retirement is possible after 30 years of service). There was a lack of racial diversity among North Carolina's superintendents, with whites comprising 70 percent of those in this advanced leadership role. There was also a gender imbalance among North Carolina superintendents, although more than half of all assistant principals and principals were women.

North Carolina principals were younger and had less education experience than superintendents. Principals were also further from retirement with only 31 percent having 25 or more years of experience.

[6] Hill, J., Ottem, R., DeRoche, J., Owens, C. (2016). Trends in public and private school principal demographics and qualifications: 1987-88 to 2011-12. Stats in Brief. NCES 2016-189.

Also, 22 percent of principals held doctorate and other advanced degrees. More than one in four principals identified as a member of a racial or ethnic minority group and approximately 62 percent of all principals were women.

More than half of assistant principals were younger than 45 years of age, and 34 percent had fewer than fifteen years of education experience. Also, 84 percent of assistant principals had a master's degree and 11 percent had a doctorate or other advanced degree. More than one-third (36 percent) of assistant principals were ethnic minorities, and women represented greater numbers (65 percent) in the assistant principalship than any other level of school leadership.

Demand Trends

In 2020-21, 224 new principals were hired, with the largest number of new principals employed in the Southwest region. Assistant principals were also in high demand, with 421 new hires, 23 percent in the North Central region and 21 percent in the Piedmont Triad region. There were 14 newly hired superintendents in the state.

Data regarding principal retention demonstrate that over 40 percent of North Carolina's principals were no longer employed in the state's public schools four years later and approximately half left their positions after five years. Age data indicate that administrator turnover rates over the next several years may increase due to retirement, particularly among superintendents. Considering the number of new MSA graduates in 2020-21 (234) and the number of assistant principals who are under the age of 40, the data indicate a large pool of potential principals and superintendents currently exists to fill these gaps.

Supply Trends

In 2020-21, there were 659 new school administrators hired in North Carolina (14 superintendents, 224 principals, and 421 assistant principals). Of the new principals, 79 percent were employed as assistant principals during 2019-20. In addition, 45 percent of new assistant principals in 2020-21 were employed as teachers in the previous year. These numbers, in addition to the number of new MSA graduates (234) produced by the UNC System in 2020-21, suggest that there would be a minimal shortfall in the supply of school administrators needed to meet the state demand. There are also thousands of educators who hold licenses in school administration who do not yet serve as school administrators—lending even greater complexity to the estimation of school administrator supply and demand trends.

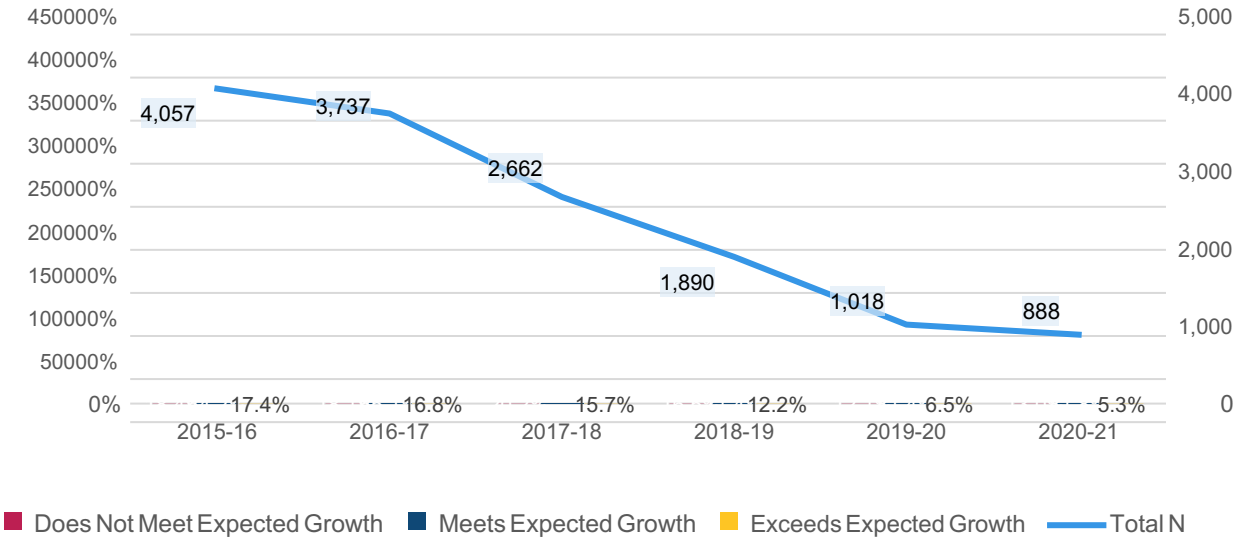
II. STUDENT AND EPP COMPLETER SUCCESS MEASURES

The UNC System views it as imperative that the educators who graduate from our programs are well-prepared and can positively impact student learning and the school environments where they are employed. As a System, we examine student achievement data, educator evaluations, as well as perceptions of the UNC System graduates and their employers. The following tables outline the success measures of individuals who complete an educator preparation program.

Education Value-Added Assessment System (EVAAS)

EVAAS examines the impact of teachers, schools, and districts through measuring the growth in learning of their students in specific courses, grades, and subjects. The North Carolina State Board of Education selected EVAAS as the statewide model for measuring student growth when common assessments are administered (for example, the End of Course and End of Grade assessments). Beginning in 2011-12, EVAAS data became part of the North Carolina Educator Evaluation System for teachers and school administrators. In the following year, the State began reporting EVAAS data in the school accountability model. EVAAS growth among students who were in classrooms where the teacher was a UNC System institution EPP completer is shown below in Figure 5.

FIGURE 5: EVAAS GROWTH, UNC SYSTEM INSTITUTION COMPLETERS, 2015-2020 ACADEMIC YEARS [7]



Since 2015, the number of teachers who completed their EPP at a UNC System institution who were assessed for EVAAS declined from 4,057 in 2015 to 888 in 2020. [8] However, between 2017 and 2019, the proportion of students meeting or exceeding growth measures who were educated in classrooms with a teacher that graduated from a UNC System institution increased steadily. Most of the decline in assessed teachers during 2019 and 2020 can be explained by incomplete data due to COVID.

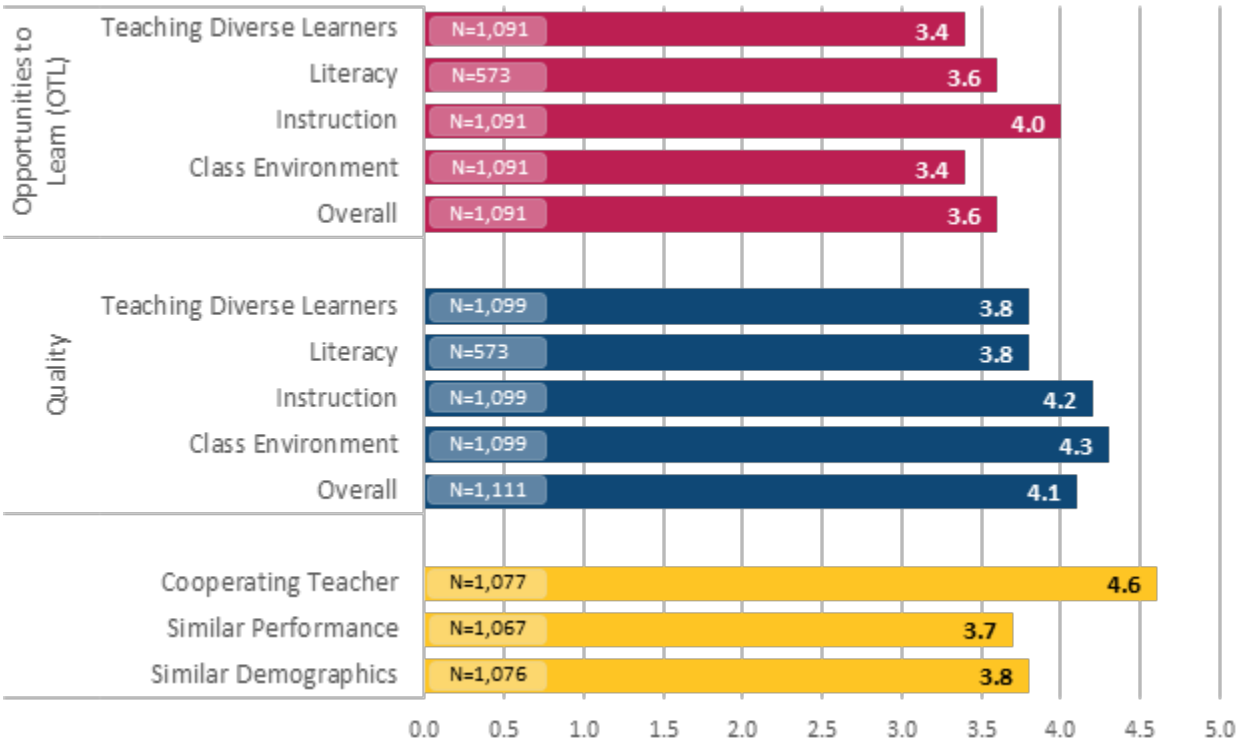
Recent Graduate Survey

Each year, recent graduates of UNC System EPPs are surveyed about their student experiences. Recent graduates respond to items categorized as "Opportunities to Learn" (OTL) as well as their overall experience. Responses fall on a five-point scale, where one indicates the most negative experience on that construct, and a five indicates the most positive experience on that construct. The results from the 2021 Recent Graduate Survey are shown below in Figure 6.

[7] Source: DPI EPP Dashboard https://ncdpi.tiny.us/NCEPP; Student Growth measure

[8] Because EVASS estimates are not assessed for every subject area, the total completers being assessed for EVAAS performance may differ from the total completers in a given year.

Figure 6. Recent Graduate Survey, UNC System EPP Completers, 2021 [9]



Generally, recent graduates from UNC System institutions report positive experiences with their education. Overall ratings on "instruction" (avg. score of 4.2 out of a possible 5) and "class environment" (avg. score of 4.3 out of a possible five) were rated as the most positive aspects of their EPP. In addition, satisfaction with their assigned cooperating teacher during their clinical practice (avg. score of 4.6 out of a possible five) received positive marks across nearly all respondents.

Employer Satisfaction Survey

In addition to a recent graduate survey, each year, principals in NC public schools are surveyed on their perceptions of the preparedness of recently graduated teachers who have been hired to teach in their schools. The state of North Carolina began collecting and releasing Employer Satisfaction survey data to EPPs in 2018. provided by the state of North Carolina about employer satisfaction The following data are for graduates of UNC System institutions as compared to graduates of other teacher preparation programs employed at their schools. School leaders indicate the relative effectiveness of the recently graduated teachers on a variety of tasks in comparison to other first year teachers. Data are reported according to the North Carolina Professional Teaching Standards and are disaggregated by elements of each standard on the survey. [10]

[9] The cooperating teacher items measure candidate's perceptions of their cooperating teacher (CT), specifically, the effectiveness of the CT and the CT support/mentorship of the candidate. The Similar Demographics items measure the extent to which the survey respondent feels like the demographics of K-12 students in the student teaching school are similar to those in the employment school. Lastly, the Similar Performance measure the extent to which the survey respondent feels like the academic performance of K-12 students in the student teaching school is similar to that in the employment school.

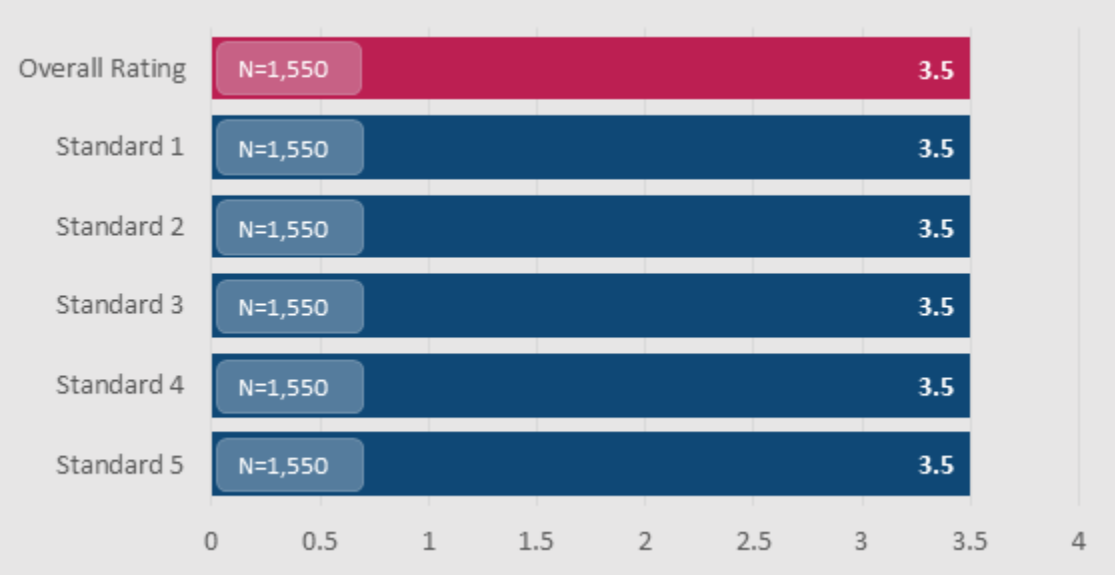
[10] NC Professional Teaching Standards: https://www.dpi.nc.gov/media/511/open

The five standards are:

- Standard 1: Teachers demonstrate leadership.
- Standard 2: Teachers establish a respectful environment for a diverse population of students.
- Standard 3: Teachers know the content they teach.
- Standard 4: Teachers facilitate learning for their students.
- Standard 5: Teachers reflect on their practice.

Responses to the 2021 employer satisfaction survey are shown below in Figure 7.

FIGURE 7. EMPLOYER SATISFACTION SURVEY, UNC SYSTEM EPP COMPLETERS, 2021



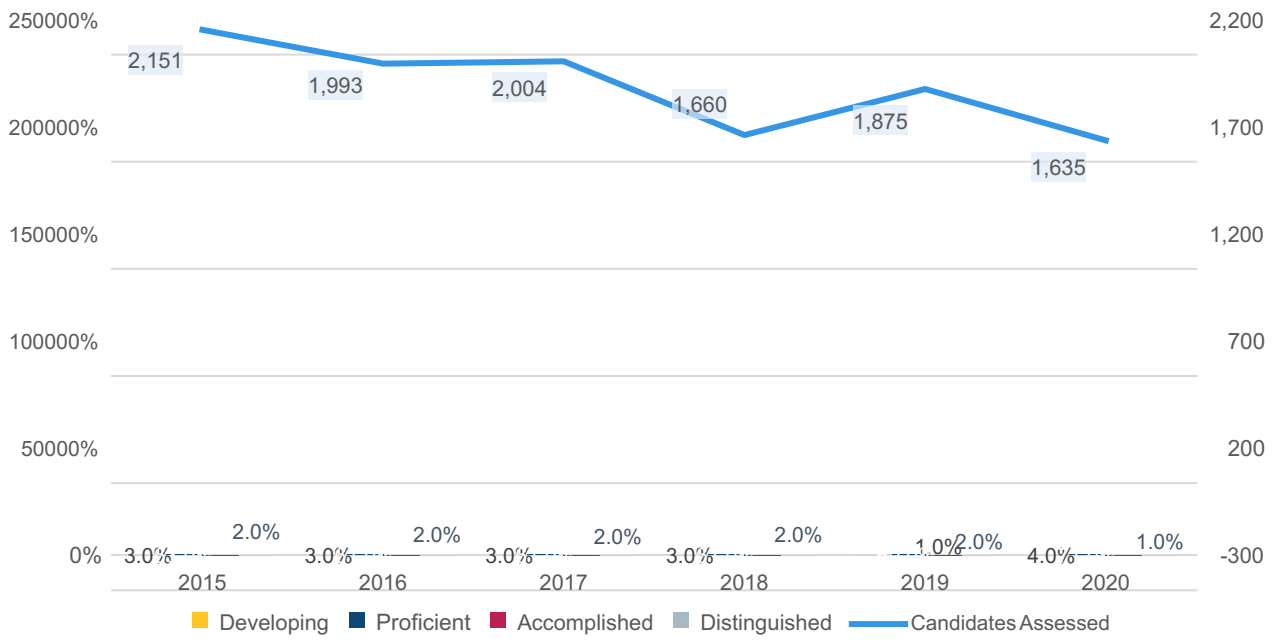
Each item is rated on a scale where 1= “much less effective”, 2= “less effective”, 3= “comparable”, 4= “more effective’, and 5= “much more effective.” On all five standards, survey respondents rated first-year teachers who graduated from UNC System institution between “comparable” and “more effective” than first-year teachers working at the school who graduated from a non-UNC System institution EPP.

North Carolina Educator Effectiveness System (NCEES)

The North Carolina Educator Effectiveness System (NCEES) is a tool that includes an educator evaluator component and a professional development component. Educators are evaluated across the five standards outlined above in the North Carolina Professional Teaching Standards.

Once assessed, candidates receive a rating of “Developing”, “Proficient”, “Accomplished” or “Distinguished.” Overall ratings for UNC System completers on the NCEES are shown below in Figure 8.

FIGURE 8. UNC SYSTEM COMPLETER NCEES PERFORMANCE, 2015 TO 2020



III. RECRUITMENT INTO THE EDUCATOR PIPELINE

The UNC System knows there is much work to be done to address the ever-increasing demands upon P12 schools to fill classrooms with high quality educators. A multi-pronged approach to recruiting potential educators is imperative. The P12 Division within the System Office has multiple recruitment initiatives to mitigate the current educator shortage within our state. A brief summary of these efforts is outlined in the following paragraphs.

North Carolina Teaching Fellows Program

First established in 1986, the North Carolina Teaching Fellows Program is a forgivable-loans-for-service program designed to recruit high-achieving students into the teaching profession. Teaching Fellows provides up to $4,125 per semester in financial aid that is repayable through teaching service in any North Carolina public school—traditional public, lab school, or charter school.

Reauthorized by the NCGeneral Assembly in 2017, the Teaching Fellows program now focuses specifically on recruiting for the high-need subject areas of STEM and Special Education. The 2017 version of the program originally included five EPP partners -- two private universities and three UNC System institutions: North Carolina State University, the University of North Carolina at Chapel Hill, the University of North Carolina at Charlotte, Elon University, and Meredith College. In 2020, the General Assembly granted authorization for the program to expand to three additional EPPs, along with a directive to include diversity as a factor for consideration. Accordingly, the North Carolina Teaching Fellows Commission amended the original EPP application process to include metrics to capture both geographic and demographic diversity and selected Fayetteville State University, North Carolina Agricultural and Technical State University, and UNC Pembroke as the three additional Teaching Fellows institutions.

There are currently 229 active Teaching Fellows, including 91 Fellows who comprise the fifth class of candidates that was just selected to begin in the 2022-23 academic year. While the primary goal of the Teaching Fellows program is to produce high-quality educators in high-need subject areas, there is a particular focus on increasing the diversity of Teaching Fellows in terms of both racial and geographic representation – and the Teaching Fellows Commission is hopeful that the program's expansion to three additional partner institutions will be a significant step toward creating a larger geographic program footprint and foster greater diversity for prospective Teaching Fellows in the future. Notably, 29.9 percent of the 2022-23 Teaching Fellows cohort identify as an underrepresented minority, compared with just 22.6 percent of the NC teacher workforce. [11,12] Further, over half (53.3 percent) come from a North Carolina county with a college-going rate below the state average.

Future Teachers of North Carolina

The Future Teachers of North Carolina Program (FTNC) was established by the General Assembly in 2017. As originally structured, the purpose of the Future Teachers of North Carolina Program (FTNC) was to encourage high-achieving high school students to consider teaching as a profession by providing opportunity to enroll in college-level, introductory education courses that award up to six credit hours at a partnering UNC System institution. The three UNC System partner institutions are North Carolina A&T State University, University of North Carolina Wilmington, and Western Carolina University.

Aligned with a request from the Board of Governors, the General Assembly adopted changes that expands FTNC's program footprint to all System EPPs, allowing each university to apply for a grant to host a targeted, immersive recruitment event for high school juniors and seniors. For the 2021-22 application cycle, grants were awarded to the following institutions:

- North Carolina Central University (Central Region)
- North Carolina A and T University (Central Region)
- East Carolina University (Eastern Region)
- UNC Charlotte (Western Region)
- Winston Salem State University (Western Region)

These FTNC events were hosted in summer, and each fostered enhanced partnership with the surrounding school districts and strengthened the recruitment pipeline by displaying a clear pathway from high school into an EPP. Across the five institutions, 242 applications were received from potential students and 136 attended the FTNC events resulting in an overall attendance rate of 56.1 percent. A list of the participating high schools may be found in Appendix B. Participants engaged in a variety of activities, including interactions with education faculty, current practicing teachers, and university education majors. Topics covered at the events included licensure, classroom culture, educator competencies, teaching fundamentals, and the student teaching experience.

[11] Underrepresented minorities include individuals who identify as American Indian or Alaska Native, Black or African American, Hispanic or Latino, or two or more races.

[12] Education Trust Educator Diversity State Profile: NORTH CAROLINA: https://edtrust.org/resource/educator-diversity-state-profile-north-carolina/.

TABLE 11. FTNC SYMPOSIUM PARTICIPANT DEMOGRAPHICS, 2021-22

Race/Ethnicity (N=136)	%
Asian	1.0%
Black or African American	42.2%
Latino/a (Hispanic)	4.0%
Multi-Racial	5.5%
White	47.0%
Gender (N=136)	**%**
Female	81.0%
Male	15.0%
Other	4.0%

Participants in the FTNC Symposium events were asked to submit answers to a survey about the effectiveness of the event as well as indicate their future plans to become an educator. The results of the survey are shown below in Table 12.

TABLE 12. FTNC SYMPOSIUM PARTICIPANT FUTURE FLANS SURVEY RESULTS, 2021-22

Survey Item (N=136)	%
Students who plan to choose teaching as a profession	93.0%
Students who plan to enroll in a community college, a constituent institution, a private postsecondary institution located in North Carolina, or a postsecondary institution located in another state	94.0%
Students who found the FTNC symposium “very or somewhat effective” in helping formulate a positive perception of the education profession	97.0%
Students who felt the FTNC Symposium increased the student’s knowledge of the teaching profession and other careers in education	94.0%

North Carolina Principal Fellows Program

The Principal Fellows Program, created in 1993, was originally designed to provide state funded forgivable loans to principal candidates attending UNC System institutions. In 2015, the Transforming Principal Preparation Program (TP3), a competitive grants-based program for high-quality principal preparation, was established in North Carolina. In 2019, the General Assembly acted to reform principal preparation by enacting Senate Bill 227: TP3/Principal Fellows Consolidation. The legislation consolidated the traditional Principal Fellows Program with the Transforming Principal Preparation Program (TP3), revolutionizing the way North Carolina recruits and prepares school leaders. The consolidated program retains the competitive grants-based model of TP3 and the state-appointed Commission governance structure of the Principal Fellows Program. In the first full year of the merger (2021-22), 164 candidates graduated. As of August 2022, 90 percent of the graduates are serving in a school leadership position and 80 percent of these positions are in a high-need school.

Associate of Art and Associate of Science in Teacher Preparation Articulation Agreement

The Associate in Arts in Teacher Preparation (AATP) and Associate in Science in Teacher Preparation (ASTP) Uniform Articulation Agreement was approved by the State Board of Community Colleges July 16, 2021 and by the UNC Board of Governors July 22, 2021. The AATP and ASTP Articulation Agreement, jointly created by the North Carolina Community College System Education Faculty and UNC System

Educator Preparation Programs, is focused on facilitating transfer for students who begin education studies at a community college and then transfer to one of the UNC System Educator Preparation Programs (EPP). There are 15 Educator Preparation institutions within the UNC System. The goal of this agreement is the creation of a more seamless transfer process for students who begin their studies at a North Carolina community college and transfer to a UNC System Educator Preparation Program (EPP).

Beginning fall 2021, community college students holding the new degrees matriculated to UNC institutions to begin their teacher preparation programs. Receiving EPPs have worked to transition these students into a variety of education majors. NCCCS and the UNC System have recruited representatives to serve on the AATP/ASTP Transfer Committee who will address questions about the transferability of the course work under the AATP/ASTP Articulation Agreement, and/or any proposed changes to the policies, general education courses, or EDU courses. AATP/ASTP Transfer Committee will host its inaugural meeting in fall 2022.

Campus Recruitment Efforts

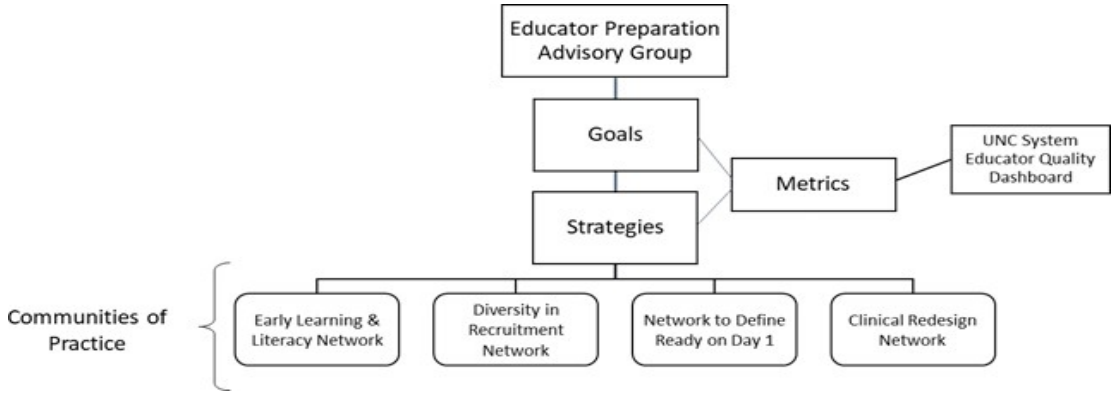
The UNC System receives an annual appropriation from the NC General Assembly of $750,000 to support teacher recruitment efforts for the 15 EPPs. The funds are disbursed to EPPs on the basis of quantitative and qualitative metrics like student completion, production in high-need licensure areas, successful recruitment of diverse candidates, and the effectiveness of EPP graduates. EPPs are able to utilize recruitment funds in a variety of ways: hosting student campus visits, offering outreach at career fairs, providing targeted student support, increasing outreach to LEA partners, marketing efforts, and supporting program improvements, among others. The funds can also provide staffing support for campus recruiters.

IV. INITIATIVES TO IMPROVE EDUCATOR QUALITY

The UNC System not only strives to recruit more education professionals to serve in North Carolina's public schools, but also seeks to ensure that each one of these individuals is well-prepared with the knowledge and skills to positively impact student academic achievement. Initiatives to improve overall educator quality have been guided by the Educator Preparation Advisory Group. In 2018, the UNC System Office commissioned a report, Leading on Literacy, to examine undergraduate teacher preparation programs within its constituent institutions. The study identified several opportunities for improvement in teacher preparation, particularly in effective literacy instruction. It also identified several possible ways for the UNC System Office to better support faculty and leaders in teacher recruitment and preparation more broadly. In response to these findings, the System Office convened an Educator Preparation Advisory Group in 2018, comprised of education experts across P12 and higher education, with the mission to support and accelerate improvement of teacher preparation across the UNC System.

Over the course of 18 months, the advisory group developed a set of goals, strategies, and actions to accelerate improvement in educator preparation and the advisory group created associated "communities of practice" to *catalyze action* among a group of EPPs within the UNC System to accelerate their progress toward one or more of the Advisory Group's goals (see Figure 9).

FIGURE 9: RELATIONSHIP BETWEEN THE ADVISORY GROUP'S GOALS, METRICS, STRATEGIES, AND COMMUNITIES OF PRACTICE



Currently, the Advisory group has launched two "communities of practice" on early literacy and clinical experiences.

Literacy Impact Coalition and UNC System Literacy Framework: Board of Governors Resolution

The Educator Preparation Advisory Group formulated the Early Learning and Literacy Impact Coalition as the first of the communities of practice. Teams from five diverse educator preparation programs (three UNC System institutions and two private institutions) developed a set of recommendations over the course of year. The working group, facilitated by Deans for Impact, a national non-profit, based its recommendations upon the belief that educator preparation programs must set clear expectations for early childhood and elementary candidates such that they understand and organize their teaching around effective principles and practices.

In February 2020, the co-chairs of the Educator Preparation Advisory Group presented to the Board of Governors the recommendations set forth by the Early Learning and Literacy Coalition, in addition to a progress report of the advisory group's efforts. In April 2020, the Board of Governors passed a Resolution on Teacher Preparation which charged UNC System educator preparation programs to develop a unified literacy framework to be adopted and implemented by all institutions.

Beginning in August 2020, the UNC System Office selected eight System faculty to serve as Literacy Fellows within the UNC System Literacy Framework Initiative, per the requirements of the resolution. The Literacy Fellows were chosen from a robust pool of applicants that included many strong candidates from across the UNC System representing a wealth of experience, research, and knowledge of evidence-based literacy practice.

Literacy Fellows collaborated with other literacy experts from within and outside the state, as well as UNC System Office staff, to develop a comprehensive literacy framework that reflects rigorous research on the essential components of reading and aligns with statutory requirements and other statewide literacy initiatives. The UNC System Literacy Framework incorporates the competencies and sub-competencies for what teacher candidates need to know and be able to do as future teachers of reading. In addition, extensive implementation guidance providing EPP faculty with strategies, learning activities, field experience suggestions, resources, and information on teaching diverse learners is included with the framework. The Literacy Fellows developed a self-study tool for educator preparation programs based on

the developed framework.

The framework was shared with all EPPs who provided feedback and suggested edits. This information was incorporated within the final version and offered to the EPPs in March 2021. Each EPP completed the self-study to ascertain the alignment of institutional level curriculum to the competencies and sub-competencies with the framework. The EPPs completed the analysis of their programs in three phases from spring 2021 through fall 2021, as well as developing an action plan for making any necessary changes to curriculum and/or field experiences. During the 2021-22 academic year, the EPPs worked on implementing their action plans to include changing course sequencing, revising courses, adding new courses, and revising field experiences to ensure that the UNC System Literacy Framework is fully integrated into elementary and special education-general curriculum programs.

Literacy Innovation Leaders Initiative

Efforts have been building across state policymakers and education agencies toward making a leap in evidence-based reading instruction. To ensure that pre-service and in-service teachers are effective reading teachers, synergy around the science of reading implementation, coordination, and evaluation across agencies—the Department of Public Instruction (DPI) and University of North Carolina System—is imperative to reflect each agency's core competency. While the UNC System Office had proposed to deliver LETRS training to in-service teachers in the fall 2021, the rapid momentum toward a much larger pilot funded by the General Assembly led to a series of conversations with the Department of Public Instruction about how to complement one another.

One explanation for the progress made in Mississippi is their emphasis on combining teacher preparation reforms with professional development for teachers to fundamentally change the way reading is taught statewide. We believe that the General Assembly's investment of $12 million and the generous support of the Spangler and Goodnight Education foundations have created an opportunity to implement a similar combination in our state. By coordinating our respective efforts to train in-service teachers in the Science of Reading (DPI) and integrate the Science of Reading into our teacher preparation programs (UNC) in a subset of target districts, we created an inaugural cohort of "Literacy Innovation Leaders"—EPP-LEA partnerships that can serve as test-beds for these ideas in North Carolina. Evaluation of those test-beds can then inform subsequent expansion of this effort.

Specifically, the UNC System Office selected five EPPs that are located in or have close partnerships with districts that DPI included in the first cohort as recipients of LETRS training under the $12 million pilot. The following EPPs serve as Literacy Innovation Leaders:

- Appalachian State University
- Fayetteville State University
- N.C. A & T
- UNC Charlotte
- UNC Pembroke

During 2021-22, these inaugural Literacy Innovation Leaders engaged in a set of activities designed to prepare more teachers in the Science of Reading to include extensive redesign of current courses and field experiences to ensure alignment with the UNC System Literacy Framework; training for faculty, lab school teachers and a sample of pre-service teacher candidates in Language Essentials for Teaching Reading and Spelling (LETRS); and hosting partnership events and professional learning communities around the science of reading. In addition to the LETRS training on Literacy Innovation Leader campuses, a subset of faculty at each of the other EPPs, along with K-3 teachers at all six operational UNC System laboratory schools, also participated in LETRS training in 2021-2022.

A notable example from one of the Literacy Innovation Leaders campuses is the University of North Carolina at Charlotte, who is leading the way through the effort of literacy alignment. At UNC Charlotte, there are 19 Literacy Scholars (pre-service teacher candidates) who started LETRS training in August 2021 and completed the first year of the extensive professional development course in early summer. In January 2022, the Literacy Scholars started going two days a week to Niner University Elementary at Amay James, the Cato College of Education laboratory school. UNC System laboratory schools, are funded through the General Assembly and are aimed at "provid[ing] the opportunity to redefine and strengthen university partnerships with public schools, improve student outcomes, and provide high quality teacher and principal training."

UNC Charlotte's Niner University Elementary, in partnership with UNC Charlotte, hosted the cohort of Literacy Scholars who serve in classrooms two days each week. Coursework aligned to the literacy block at Niner University Elementary is delivered there, as well. The primary instructor gives an overview, context, and information before sending the Scholars out to teach into the classroom. Part of the process for Scholars is to teach about 14 lessons over the course of the semester, during their second semester as sophomores. EPP faculty at UNC Charlotte note that this approach is beneficial because of the embedded experiences with clinical experience. One faculty noted , "All day every day the students [Scholars] get a full picture of what students [at Niner Elementary] are experiencing and what instruction looks like."

The observation tool utilized in the clinical experience is the Observation Protocol to Assess Literacy (OPAL) Instrument, which is uniquely UNC Charlotte's and in the pilot phase at this time. The premise of the OPAL Instrument is that Scholars are observed during each phase of the literacy instruction, and the OPAL Instrument provides evidence of where the Scholars are intermittently throughout their coursework. This provides professors with timely information necessary for adjusting instruction to ensure that Literacy Scholars receive relevant, timely instruction that will then, in turn, impact their literacy instruction for the Niner Elementary students.

As part of its commitment to literacy, UNC Charlotte held a literacy summit. In alignment with the university's academic calendar, the summit was held on May 7, 2022. The summit began with a panel of literacy experts from across the state, and the focus was on literacy instruction in the pandemic. Participants then engaged into concurrent sessions with faculty, literacy leaders in local schools, and other leaders to attend sessions on addressing literacy instruction at various levels. The focus was on coaching, early literacy, differentiation, and intervention, both pre-pandemic and post-pandemic.

As a Literacy Innovation Leader, UNC Charlotte introduced the three innovations that are improving how teachers are trained at their institution. These ideas will be shared with other EPPs as exemplars of the integration of the science of reading into educator preparation. The ultimate goal of the *Literacy Innovation Leader (LIL) initiative* is to create synergy between education partners to address the continuum of educator preparation and development. This collaboration of critical friends offers the opportunity to positively impact EPPs, teacher and principal candidates, and LEAs to improve student achievement in reading.

Clinical Experiences Community of Practice

In addition to the focus on early literacy and as one of the Educator Preparation Advisory Groups' charges for improving educator preparation, the Clinical Experiences Community of Practice was established in fall 2021 and is comprised of EPP faculty and field placement coordinators along with P-12 school system leaders. This group spent the year examining the current landscape of clinical experiences through investigation of the best means to assess, build, and strengthen strategic partnerships between each UNC System Educator Preparation Program and its public school partners to ensure relevancy, continuous improvement, and preparation of high-quality teacher candidates; as well as analyzed the current state of

clinical experiences within educator preparation and develop recommendations on the most effective practices that make early, deliberate, and scaffolded clinical experiences more consistent across the UNC System, so that candidates' coursework and field work are closely aligned. The community of practice hopes to present their recommendations to the Educator Preparation Advisory Group in early fall 2022.

Principal Fellows – Learning Enhancements

North Carolina Principal Fellows not only complete rigorous graduate coursework as part of their MSA program but engage in additional professional learning designed to better prepare them to lead our State's most high-need schools. During the 2021-22 academic year, the NC Principal Fellows Program offered training to principal candidates that strengthened their decision-making skills. Through TregoED's Strategic Tools for Excellent Problem Solving (S.T.E.P.S.), Fellows used a data-driven, analytic process to examine critical school and district issues, enhance teamwork and communication, increase transparency and trust, improve stakeholder commitment, refine their implementation of decisions and initiatives, and develop strong conflict resolution strategies to mitigate emotionally charged situations. Principal Fellows also participated in the Intrepid Leadership Workshop where they completed an assessment to discover their natural talents and how to develop those into strengths, maximizing potential to lead and manage schools. Additionally, NC Principal Fellows examined the characteristics of a dysfunctional team and how to take culture-changing action to increase productivity. Finally, NC Principal Fellows were enrolled in an online, asynchronous course focused on the North Carolina Standards for School Executives Leadership Competencies. The course is designed to support aspiring leaders' development as problem solvers and critical thinkers. Further, course content enhances and deepens the internship experience NC Principal Fellows complete during the second year of the program. Through videos, articles, activities and reflective prompts, participants examine their own mindset, bias, and experiences to consider perspectives different from their own. Completion of the course helps aspiring leaders to be better prepared and equipped for the hard conversations and decisions that school administrators face daily.

Beginning in 2022-23, the Principal Fellows Program will align its training plans with the North Carolina Department of Public Instruction's Operation Polaris, the State Board of Education's 2025 Statewide Strategic Plan, as well as the UNC System literacy initiatives. Fellows will focus on literacy, student support services, accountability and testing, and human capital. Throughout this and next year, fellows will engage in training in the science of reading, completing LETRS (Language Essentials for Teaching Reading and Spelling) for Administrators. This plan supports NCDPI as they train elementary teachers and administrators across the state. The NCPFP, however, will provide the training to *all* grade-level aspiring leaders. The NC Principal Fellows Program will then include additional offerings such as standards-based instruction, social-emotional support, and recruitment and retention of staff. Plans continue to include use of the NC Standards for School Executives Leadership Competencies course throughout the Fellows' two-year program with leadership coaching for most participants occurring as part of their internship experience. For some, leadership coaching will also be available during their first and second year in the assistant principal role.

With the completion of a high-quality MSA program and engagement in university-specific enrichments, principal candidates receive a solid foundation to assist in their transition from teacher to administrator. In addition to these opportunities, Principal Fellows, through their participation in the additional enhancements offered by the State NCPFP, feel more confident and better equipped to support the students, teachers, and parents of North Carolina as effective school leaders.

RELATED SYSTEM OFFICE INITIATIVES

GEAR UP North Carolina

In 2019, the UNC System Office was awarded a new, seven-year, $25.7 million Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant. This is the fourth statewide GEAR UP grant that the UNC System has secured since 2000.

GEAR UP is a national college access initiative funded by the U.S. Department of Education, aimed at increasing the number of low-income students enrolled and succeeding in postsecondary education. As a state grantee, GEAR UP North Carolina collaborates on initiatives with state college access partners and disseminates college-going information statewide. In target school districts, located in financially disadvantaged areas, GEAR UP reaches students to get them motivated and on track to pursue postsecondary education. The program's work with 12th graders is designed to help students and their families think about college and complete college enrollment steps.

GEAR UP NC uses a two-part strategy to serve students in nineteen schools across multiple school districts. During the 2021-22 academic year, services were provided to a cohort of 7th, 8th, and 9th-grade students and their families, as well as educators, in four middle schools. Services include customized instruction and support to improve math and science preparation and afterschool and summer academic enrichment. These students will continue to receive support, including access to apprenticeship opportunities, as they complete high school and their first year of postsecondary education. Fifteen high schools across multiple school districts will receive GEAR UP priority services with special consideration given to high schools with low rates of college enrollment. In the priority model, 12th graders and their families receive just-in-time support, such as financial aid counseling, college advising, and college match and fit counseling. Students also receive coaching during their first year of postsecondary education to increase postsecondary persistence. By 2026, GEAR UP North Carolina will provide academic preparation and college access services to nearly 35,000 students and their families.

Digital Learning Initiative

The UNC System and the North Carolina Independent Colleges and Universities (NCICU) are working collaboratively under a contract with the North Carolina State Board of Education to create professional development modules related to the Digital Learning Competencies for faculty at educator preparation programs. As part of this effort, a joint working group comprised of representatives from the UNC System and NCICU was established. During the 2021-22 academic year, the working group has jointly completed the following deliverables:

- Developed a rubric to be used to review and assess the four professional development modules submitted to DPI by the NCICU and UNC System Workgroups in June of 2021.
- Created and implemented a peer-review process wherein non-Workgroup NCICU and UNC System EPP faculty members are selected to review and assess the four professional development modules submitted in June of 2021.
- Refined the four PD modules submitted in June 2021 based on feedback received from the peer-review process.
- Created four additional PD modules or courses to serve as examples for the library of PD offerings to represent each of the four Digital Learning Competencies (DLCs): Leadership in Digital Learning; Digital Citizenship; Digital Content and Instruction; and Data and Assessment.
- Provided a joint presentation by NCICU and the UNC System at the 2021 NCACTE conference.
- Curated all deliverables developed during Phase 1 through Phase 5 in a digital location provided by DPI.

Laboratory Schools

In 2016, the North Carolina General Assembly passed legislation requiring the Board of Governors to establish eight lab schools aimed at improving student performance in low-performing schools. The legislation was modified in 2017 to require the creation of nine lab schools. These laboratory schools are considered K-12 public schools of choice, operated by a UNC System institution rather than by a local school district. In 2021-22, six laboratory schools were in operation : East Carolina University's Community School, Western Carolina University's The Catamount School, Appalachian State University's Appalachian Academy at Middle Fork, The University of North Carolina at Greensboro's Moss Street Partnership School, the University of North Carolina Wilmington's D.C. Virgo Preparatory Academy and most recently the University of North Carolina at Charlotte's Niner University Elementary. Per legislation, three additional lab schools opened three additional laboratory schools in fall of 2022 and include Appalachian State University's Academy at Elkin (second school), North Carolina State A&T's Aggie Academy, and UNC-Chapel Hill's Carolina Community Academy.

The establishment of the UNC System laboratory schools provides the opportunity to redefine and strengthen university partnerships with public schools, improve student outcomes, and provide high quality teacher and principal training. The laboratory schools directly partner with local school districts to promote evidence- based teaching and school leadership, while offering real-world experience to the next generation of teachers and principals. UNC System Laboratory Schools serve every part of the UNC System mission — teaching, research, and public service.

V. STRATEGIC RESEARCH

Educator Quality Dashboards

In the spring of 2021, a team of System Office staff and Educator Preparation Program (EPP) faculty from UNC System institutions contracted with HelioCampus – a tech firm with a track-record of designing and building data dashboards using higher education institution data. This team conceptualized a set of educator quality dashboards to serve two constituencies: 1) faculty and staff at System Office institutions who could benefit from having a single location for aggregated program data that could be used in decision-making and accreditation reporting, and 2) the broader public with an interest in educator preparation program (EPP) performance metrics at UNC System institutions.

In October 2021, the System Office extended its contract with HelioCampus, and assembled a team of HelioCampus development engineers and researchers with the Educational Policy Initiative at Carolina (EPIC) who met weekly to gather, analyze and develop datasets into visual representations through dashboards. Two sets of dashboards were developed: 1) institution-facing dashboards (accessible only to those working at UNC System EPPs), and 2) public facing dashboards accessible to the general public.

As of October 2022, quality control testing institution-facing and public facing dashboards is underway with plans to share the dashboards with select EPP faculty and staff for further testing and quality control.

The final product will be a resource for EPP faculty and staff to track EPP students from enrollment into the institution, formal admission into an EPP, completion of the EPP, the process to obtain licensure, and employment, performance, and retention in a North Carolina public school beyond completion of their EPP. Additionally, the public-facing dashboard will be a resource for constituencies interested in tracking System Office EPP goals around 1) recruitment and retention, 2) literacy, 3) clinical experiences, and 'ready day 1', that is, measuring candidate preparedness to be successful in the classroom.

The System Office continues to work with the team of HelioCampus staff to refine the dashboards for optimal performance and include additional data points as they become available. Once complete, the new EPP Dashboards functionality will facilitate a more detailed level of data disaggregation for future iterations of this report.

CONCLUSION

Preparing more high-quality teachers and school leaders for North Carolina's P12 students is one of the UNC System's highest priorities. This goal is central to the UNC System's mission and strategic plan. While no single solution will transform North Carolina's educator workforce alone, the System Office's work makes an important contribution in fostering the success of North Carolina students.

The goals, strategies, programs, and initiatives outlined in this report reflect the UNC System's long-standing contribution and renewed commitment to the long-term success of P12 education in North Carolina. It is worth noting that a global economy and an ever-changing policy landscape both underscore the vital need to continually expand and reexamine the System Office's efforts to make meaningful reforms to educator preparation the linchpin of transformative change for P12 education.

APPENDICES

Appendix A:

School Administrator Data by Region

TABLE A.1. COUNT OF ADMINISTRATORS BY AGE GROUP, BY REGION, 2020-21

	Avg Age	<40	40-44	45-49	50-54	55+
Superintendents						
Statewide	*52.09*	*1*	*14*	*29*	*41*	*37*
Northeast	51.37	0	3	5	7	4
Southeast	52.75	0	0	4	5	3
North Central	52.06	0	3	4	6	5
Sandhills	52.36	1	3	2	2	6
Piedmont Triad	52.53	0	1	3	8	5
Southwest	51.15	0	2	3	3	5
Northwest	50.14	0	1	5	6	2
Western	54.40	0	1	3	4	7
Principals						
Statewide	*46.66*	*434*	*547*	*681*	*498*	*343*
Northeast	46.84	33	43	36	30	34
Southeast	48.39	29	47	66	55	51
North Central	46.54	105	106	134	106	76
Sandhills	48.41	30	41	82	55	48
Piedmont Triad	46.17	75	100	130	80	46
Southwest	45.55	103	128	126	102	43
Northwest	45.70	40	40	51	30	23
Western	47.23	19	42	56	40	22
Assistant Principals						
Statewide	*43.95*	*1,045*	*657*	*609*	*486*	*349*
Northeast	45.15	41	35	41	24	23
Southeast	44.43	90	61	52	46	39
North Central	43.10	311	176	159	113	79
Sandhills	45.02	89	59	63	47	46
Piedmont Triad	44.21	169	107	105	85	51
Southwest	44.09	223	150	144	118	69
Northwest	43.52	51	36	17	20	19
Western	43.36	71	33	28	33	23

TABLE A.2. COUNT OF ADMINISTRATORS BY YEARS OF EDUCATION EXPERIENCE, BY REGION, 2020-21

	Avg Years	<10	10-14	15-19	20-24	25-29	30+
Superintendents							
Statewide	*26.09*	*6*	*1*	*8*	*27*	*41*	*39*
Northeast	26.11	0	0	2	4	10	3
Southeast	27.58	0	0	1	2	4	5
North Central	23.44	2	0	1	7	2	6
Sandhills	26.43	1	0	1	3	4	5
Piedmont Triad	25.41	1	1	0	2	8	5
Southwest	24.23	2	0	2	2	3	4
Northwest	25.71	0	0	1	5	6	2
Western	30.47	0	0	0	2	4	9
Principals							
Statewide	*21.55*	*63*	*285*	*607*	*766*	*533*	*249*
Northeast	20.61	12	24	41	50	31	18
Southeast	22.87	4	22	52	67	71	32
North Central	21.61	11	66	142	129	121	58
Sandhills	22.67	2	23	47	94	59	31
Piedmont Triad	21.42	5	52	110	135	97	32
Southwest	20.98	15	53	135	165	96	38
Northwest	20.47	8	27	43	61	28	17
Western	21.87	6	18	37	65	30	23
Assistant Principals							
Statewide	*17.92*	*399*	*676*	*816*	*688*	*403*	*170*
Northeast	17.59	22	37	42	35	25	8
Southeast	17.98	34	61	73	67	41	12
North Central	17.33	120	197	218	174	85	44
Sandhills	18.20	36	68	76	60	46	18
Piedmont Triad	18.36	55	109	130	129	66	28
Southwest	18.40	75	138	196	160	95	41
Northwest	17.10	23	30	45	21	19	5
Western	17.89	34	36	36	42	26	14

TABLE A.3. COUNT OF ADMINISTRATORS BY HIGHEST DEGREE EARNED, BY REGION, 2020-21

	Bachelor's	Master's	Sixth Year Advanced	Doctoral
Superintendents				
Statewide	*3*	*8*	*19*	*92*
Northeast	1	2	3	13
Southeast	0	1	2	9
North Central	0	0	2	16
Sandhills	0	1	0	13
Piedmont Triad	0	2	0	15
Southwest	2	0	2	9
Northwest	0	1	4	9
Western	0	1	6	8
Principals				
Statewide	*35*	*1,916*	*238*	*314*
Northeast	2	143	17	14
Southeast	3	196	17	32
North Central	2	417	40	68
Sandhills	10	197	17	32
Piedmont Triad	3	300	65	63
Southwest	8	387	39	68
Northwest	3	141	19	21
Western	4	135	24	16
Assistant Principals				
Statewide	*176*	*2,632*	*178*	*160*
Northeast	10	133	14	7
Southeast	19	247	9	13
North Central	52	713	38	35
Sandhills	18	252	13	21
Piedmont Triad	27	437	35	18
Southwest	38	578	41	47
Northwest	5	121	7	10
Western	7	151	21	9

TABLE A.4. COUNT OF ADMINISTRATORS BY RACE AND GENDER, BY REGION, 2020-21

	Female	Male	Asian	African Am.	Hispanic	Am. Indian	White
Superintendents							
Statewide	*31*	*91*	*0*	*31*	*3*	*2*	*85*
Northeast	4	15	0	7	1	0	11
Southeast	2	10	0	3	0	0	9
North Central	7	11	0	9	1	0	8
Sandhills	3	11	0	5	0	0	9
Piedmont Triad	9	8	0	3	1	0	13
Southwest	1	12	0	3	0	1	8
Northwest	3	11	0	1	0	1	12
Western	2	13	0	0	0	0	15
Principals							
Statewide	*1,545*	*952*	*9*	*633*	*26*	*28*	*1,759*
Northeast	109	67	0	65	2	1	105
Southeast	152	96	0	51	2	2	187
North Central	331	195	1	189	10	0	321
Sandhills	159	95	1	85	2	21	142
Piedmont Triad	266	163	2	112	3	1	301
Southwest	325	176	4	114	6	2	364
Northwest	102	82	1	11	1	1	168
Western	101	78	0	6	0	0	171
Assistant Principals							
Statewide	*2,043*	*1,090*	*14*	*1,001*	*48*	*34*	*1,976*
Northeast	114	47	3	68	4	0	83
Southeast	215	73	0	66	2	1	214
North Central	522	313	3	329	16	5	468
Sandhills	207	95	3	131	5	23	135
Piedmont Triad	329	186	2	191	11	1	296
Southwest	454	247	3	199	8	3	473
Northwest	90	53	0	8	0	0	133
Western	112	76	0	9	2	1	174

Appendix B:

FNTC Participating High Schools

High School	Local Education Agency
Carter G. Woodson	Charter School
Cary High School	Wake County Schools
CE Jordan High School	Durham Public Schools
Central Cabarrus High School	Cabarrus County
Charlotte Teacher Early College	Charlotte-Mecklenburg Schools
Currituck County High School	Currituck County Schools
D.H. Conely High School	Pitt County Schools
Dudley High School	Guilford County Schools
East Duplin High School	Duplin County Schools
Eastern Guilford High School	Guilford County Schools
ECU Early Innovation College High School	Pitt County Schools
Gates County High School	Gates County Schools
Greensboro College Middle College	Guilford County Schools
Heide Trask High School	Pender County Schools
High Point Central High School	Guilford County Schools
J H Rose High School	Pitt County Schools
Jackson High School	Guilford County Schools
Jesse C. Carson High School	Rowan-Salisbury Schools
Johnston County Early College	Johnston County Schools
Jones Senior High School	Jones County Schools
Lee County High School	Lee County Schools
Mount Pleasant High School	Cabarrus County Schools
Myers Park High School	Charlotte-Mecklenburg Schools
Needham Broughton High School	Wake County Schools
New Bern High School	Craven County Schools
North Forsyth High School	Forsyth County Schools
North Lenoir High School	Lenoir County Schools
North Pitt High School	Pitt County Schools
Northwest Cabarrus High School	Cabarrus County Schools
Norvilles Home School	Home School
Onslow Early College High School	Onslow County Schools
Pamlico County High School	Pamlico County Schools
Patton High School	Burke County Public Schools
Penn Griffin School for the Arts	Guilford County Schools
Perquimans County High School	Perquimans County Scools
Person Early College	Person County Scools
Person High School	Person County Scools
Piedmont High School	Union County Public Schools
Pitt County Schools Early College	Pitt County Schools
Princeton High School	Johnston County Schools
Providence Grove High School	Randolph County

Reynolds High School	Winston-Salem/Forsyth County
Southern Guilford High School	Guilford County
Southern Wayne High School	Wayne County Schools
Southside High School	Beaufort County Scoools
Southwest Edgecome High School	Edgecombe County Schools
STEM Early College A&T	Guilford County Schools
T.C. Roberson High School	Buncombe County Schools
Union Pines High School	Moore County Schools
Virtual Academy	N/A
Warren Early College	Warren County Schools
West Carteret High School	Carteret County Schools
Western Harnett High School	Harnett County Schools

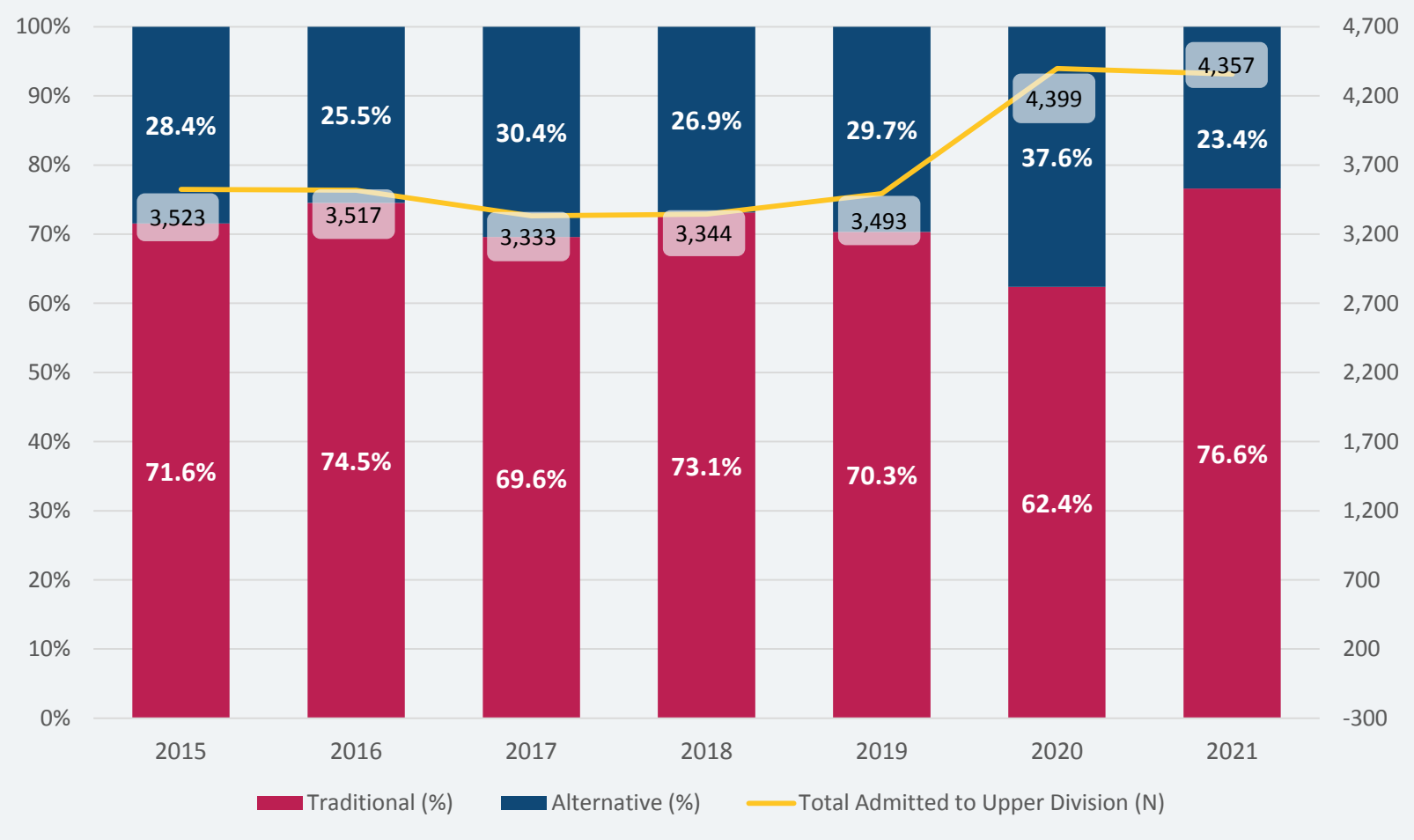
EDUCATOR PREPARATION UPDATE

Committee on Educational Planning, Policies, and Programs
October 19, 2022

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

TEACHER PREPARATION

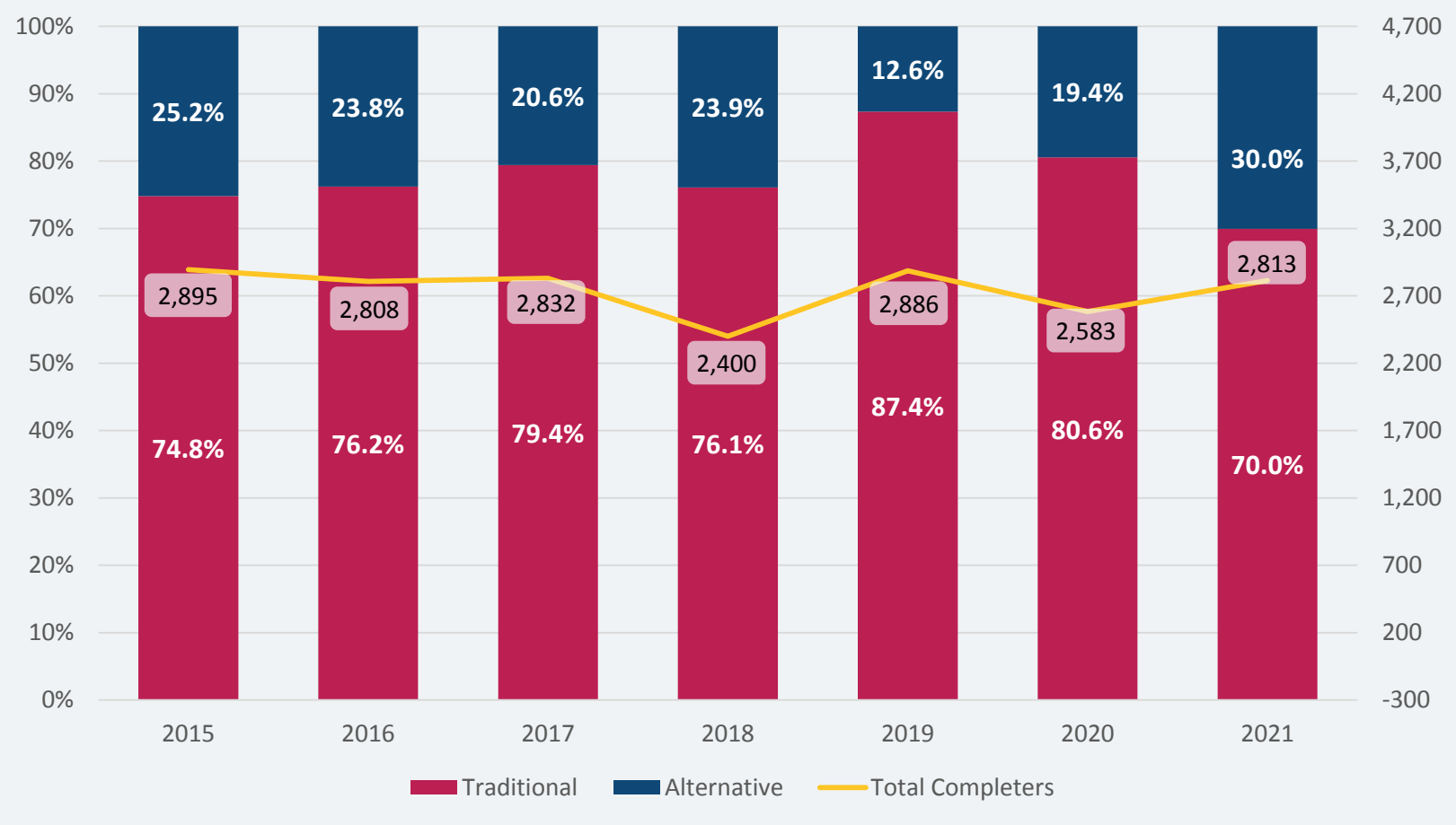
Enrollment in Teacher Preparation Programs



Source: NC Educator Preparation Program Dashboard, "IHE – Public" Admission Totals: https://ncdpi.tiny.us/NCEPP

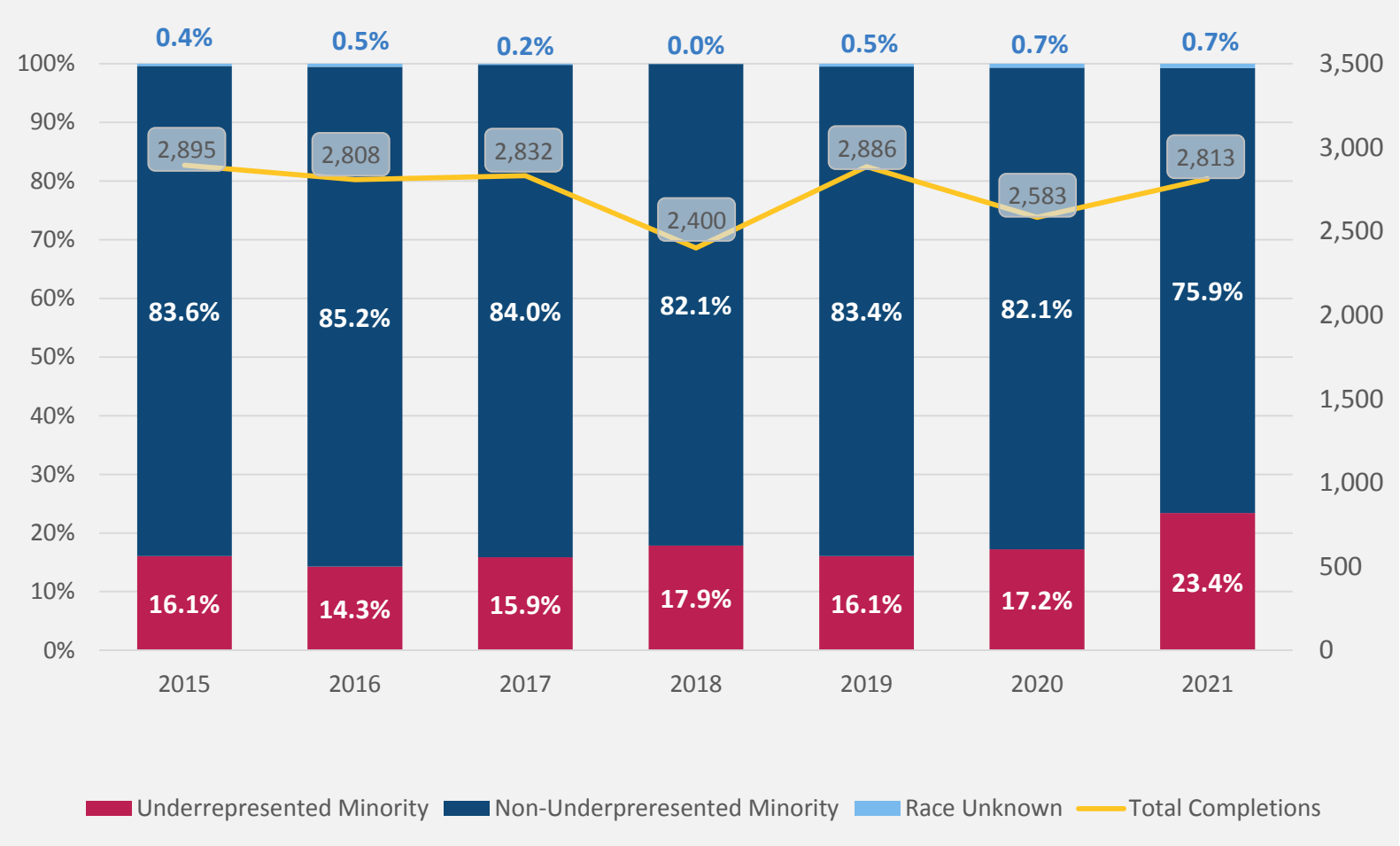
THE UNIVERSITY OF NORTH CAROLINA SYSTEM

Teacher Preparation Completers



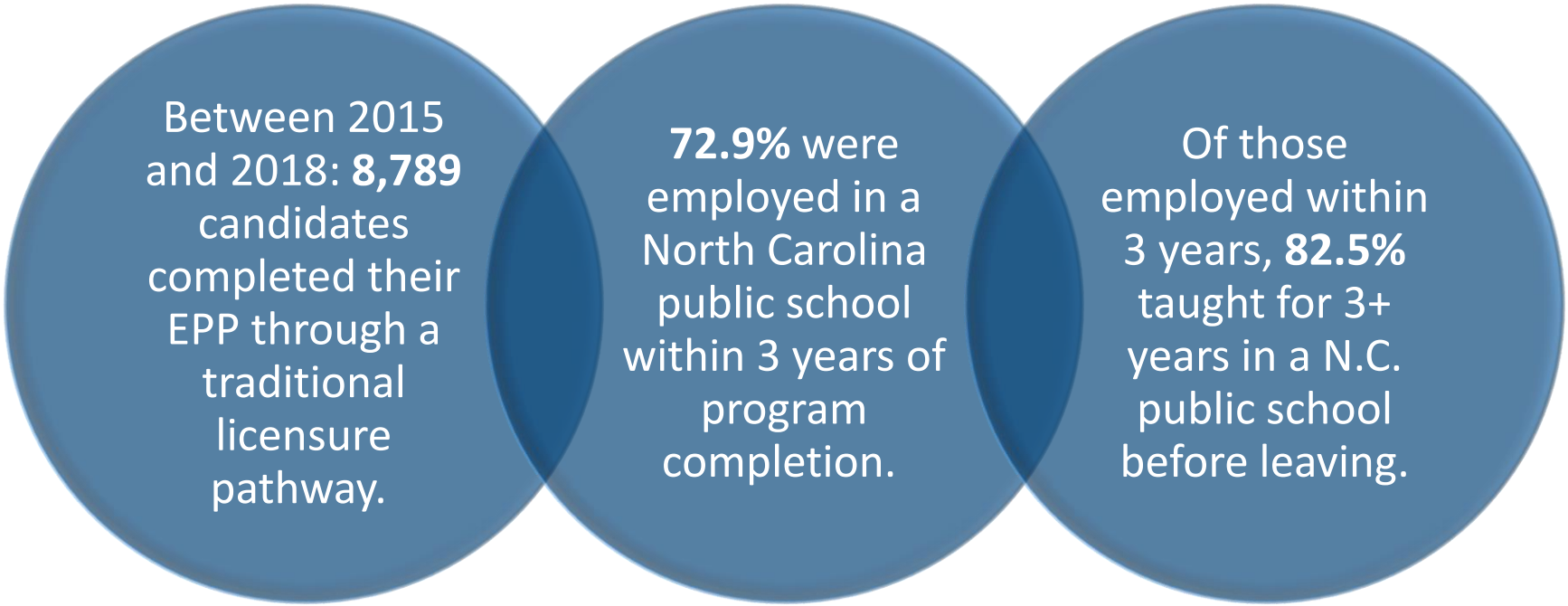
Source: NC Educator Preparation Program Dashboard, "IHE – Public" Completions Totals https://ncdpi.tiny.us/NCEPP

Completers by Race



Source: NC Educator Preparation Program Dashboard, "IHE – Public" Completions Totals https://ncdpi.tiny.us/NCEPP. "Underrepresented minorities" are individuals who identify as American Indian of Alaska Native, Black or African American, Hispanic or Latino, and two or more races.

Employment Trends: Teacher Completers



Source: NC Educator Preparation Program Dashboard, "Initial Employment and Retention" https://ncdpi.tiny.us/NCEPP.

Recent Employment: Teacher Completers

UNC System graduates made up **54.9%** of first-year teachers employed in North Carolina public schools during the 2020-21 academic year.

19.1% of UNC System completers employed in a low-performing school.

22.8% of UNC System completers were employed in a "high poverty" school.

Source: NC Educator Preparation Program Dashboard, "Initial Employment and Retention" https://ncdpi.tiny.us/NCEPP.

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

PRINCIPAL PREPARATION

Principal Preparation: New Administrators

	New Superintendents	New Principals	New Assistant Principals
Statewide (20-21)	***14***	***224***	***421***
Northeast	3	21	32
Southeast	1	22	27
North Central	1	37	97
Sandhills	3	19	38
Piedmont Triad	1	40	89
Southwest	3	41	78
Northwest	1	21	23
Western	1	23	37

MSA Degrees by UNC System Institutions

Institution	2016-17	2017-18	2018-19	2019-20	2020-21	Institution Totals
ASU	19	24	17	19	28	**107**
ECU	41	61	48	53	39	**242**
ECSU	8	8	9	5	2	**32**
FSU	10	13	14	13	14	**64**
NCA&T	10	8	6	17	4	**45**
NCCU	26	14	19	16	15	**90**
NCSU	35	66	14	33	19	**167**
UNCA	--	--	--	--	--	**0**
UNCCH	32	27	30	15	17	**121**
UNCC	19	36	28	23	20	**126**
UNCG	10	15	31	31	6	**93**
UNCP	19	12	27	33	38	**129**
UNCW	19	7	16	15	11	**68**
WCU	15	29	18	28	21	**111**
WSSU	--	--	--	--	--	**0**
Total	***263***	***320***	***277***	***301***	***234***	***1,395***

Connecting Educator Preparation to the UNC System Strategic Plan Refresh

- The UNC System Strategic Plan includes a metric on increasing the System's contribution to the state's critical workforces, including education
- The Target Goal in the Strategic Plan is to increase the number of UNC System-education first-year public school employees from a baseline of 4,643 to 4,800 by 2026-27
- Proportionally, more than half of all first-year teachers, assistant principals, and principals are products of the UNC System
  - Over the past five years (2016-17 through 2020-21), just over half (51.4%) of all first-year teachers working in the North Carolina Public Schools earned their degree or licensure/certificate from a UNC System institution.
  - Across the same period, over three-quarters of first-year assistant principals (78.7%) and first-year principals (81.0%) earned their degree from a UNC System institution.

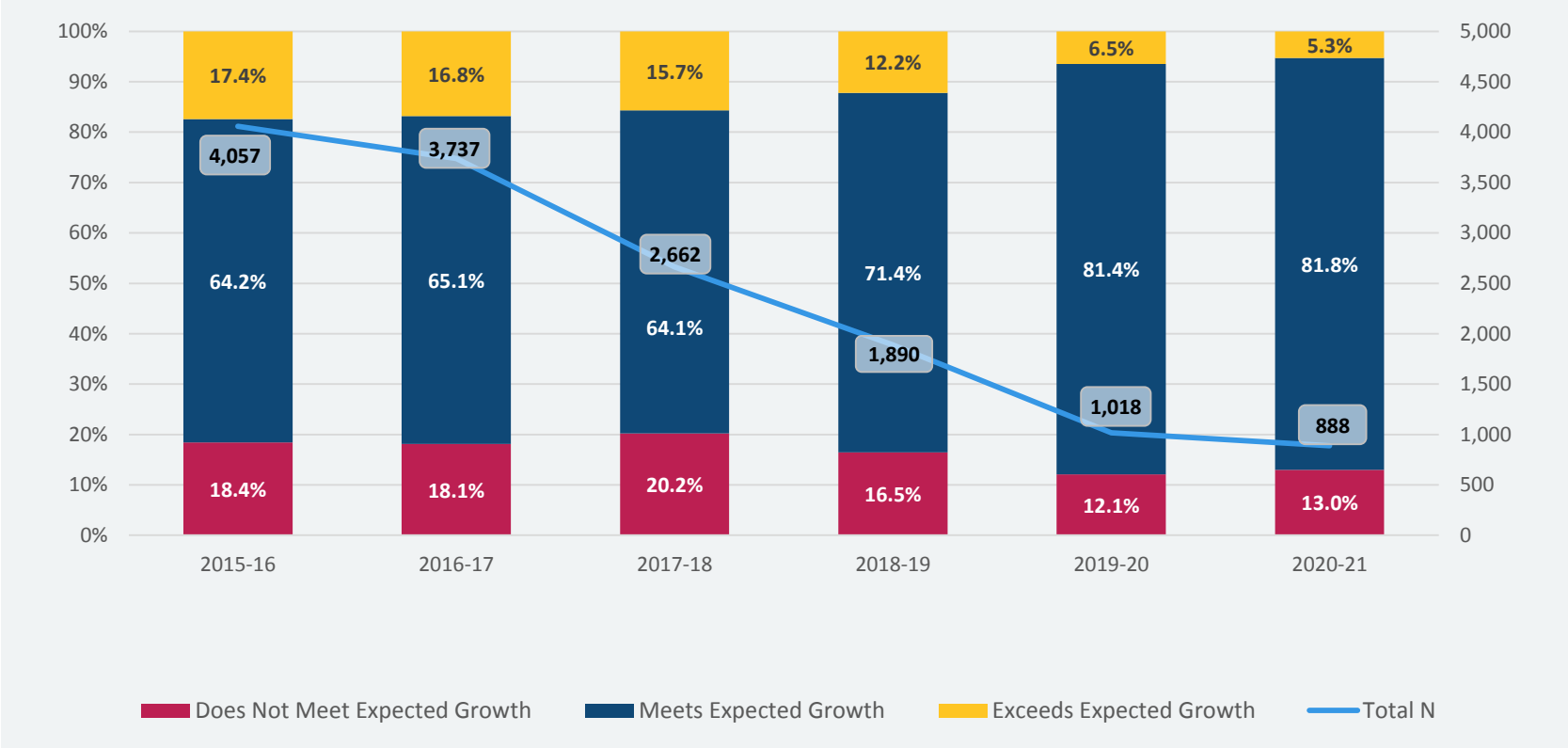
Source: NC Educator Preparation Program Dashboard, "Initial Employment and Retention" https://ncdpi.tiny.us/NCEPP.

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

SUCCESS MEASURES

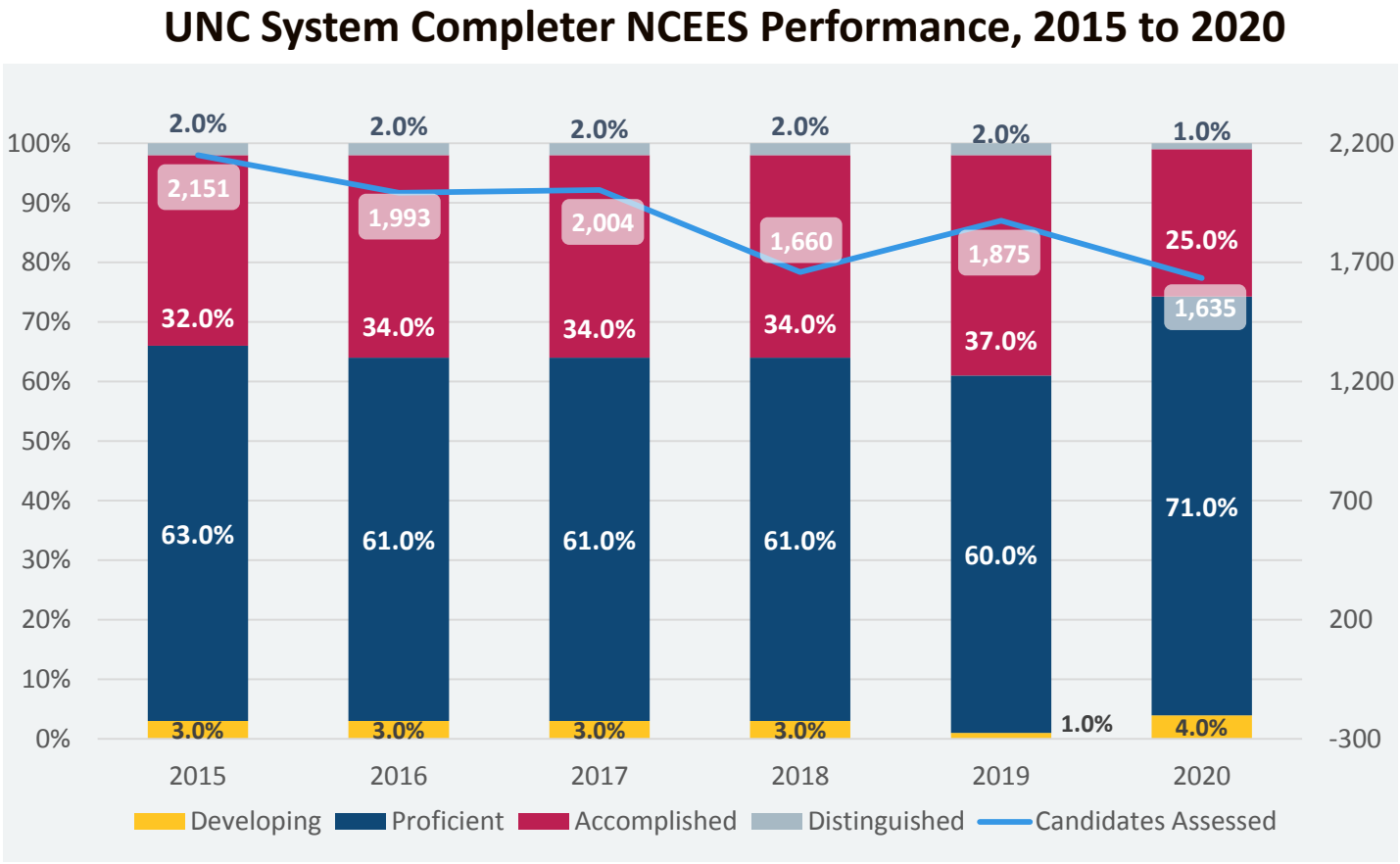
Success Measures: Student Achievement

EVAAS Growth, UNC System Institution Completers, 2015-2020



Source: DPI EPP Dashboard https://ncdpi.tiny.us/NCEPP; Student Growth measure

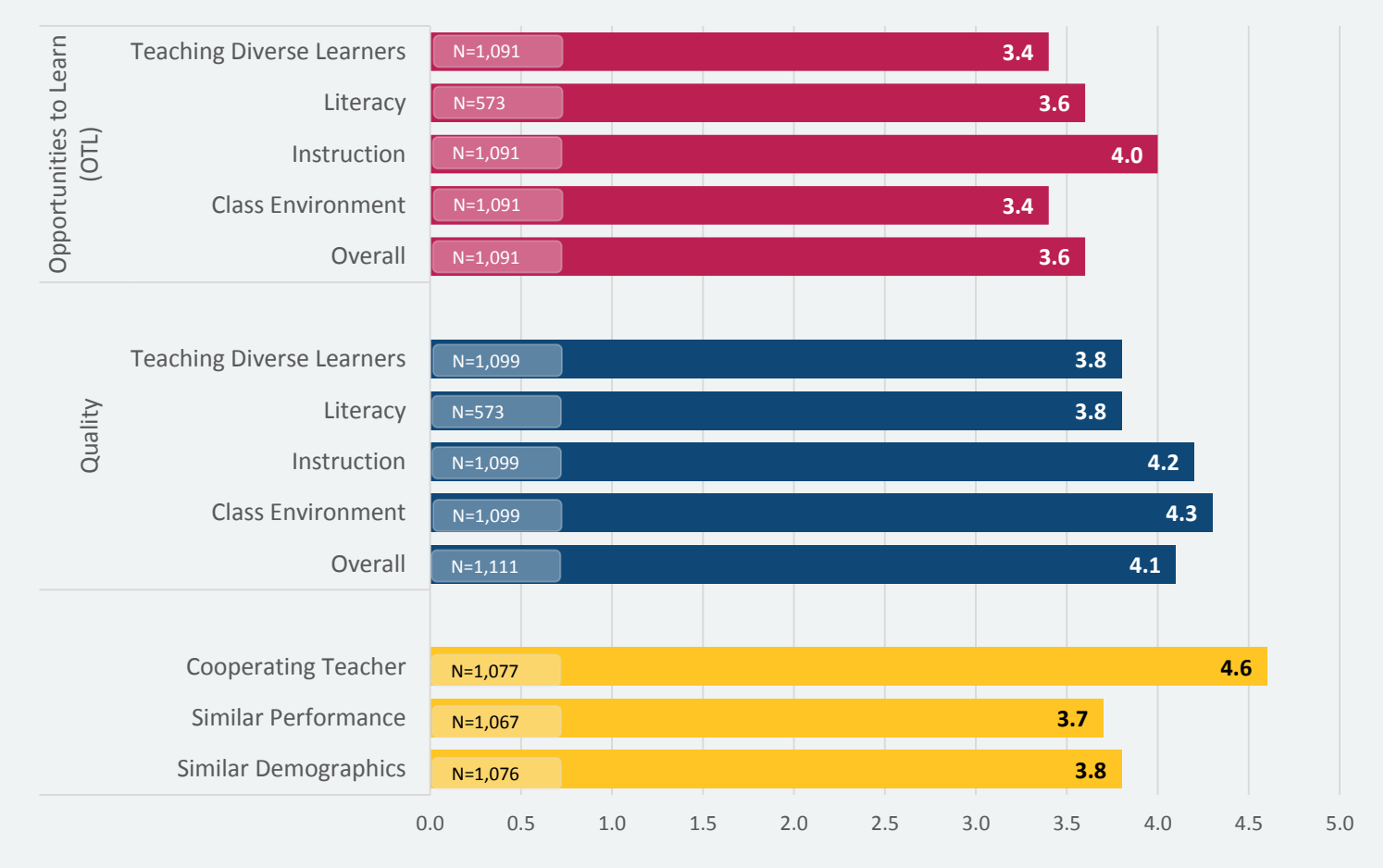
Success Measures: Teacher Performance



Source: DPI EPP Dashboard https://ncdpi.tiny.us/NCEPP

Success Measures: Graduate Perceptions

Recent Graduate Survey, UNC System EPP Completers, 2021



Source: EPIC, 2021- Recent Graduate Survey

Recruitment Efforts

NORTH CAROLINA TEACHING FELLOWS

Active Fellows: 229
2022 Class: 91
- 29.9% Students of Color
- 53% From NC County w/ College Going Rate below State Average

Future Teachers of NC iTEACH

Summer Participants: 136
Campus Hosts: 5
Schools Represented: 53
Participants who Plan to Teach: 93%

NCPFP
STRONG LEADERS = STRONG SCHOOLS

2021-2022 Graduates: 164
Serving in a Leadership Position: 90%
Serving in a High Needs School: 80%

Associate of Arts/Science in Teacher Preparation

Campus Teacher Recruitment

Educator Quality Efforts

- **Integration of the Science of Reading**
- **Clinical Experiences Community of Practice**
  - Recommendations to the Educator Preparation Advisory Group in November
- **NC Principal Fellows Enhancements/PD**
  - LETRS for Administrators
  - NC Standards for School Executives Leadership Competencies Course
- **Educator Quality Dashboard**

QUESTIONS?

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

MEETING OF THE BOARD OF GOVERNORS
Committee on Educational Planning, Policies, and Programs
October 19, 2022

AGENDA ITEM

A-5. UNC System Academic Degree Program Actions ..... David English

Situation: Section 400.1.1[R] of the UNC Policy Manual, *Regulation for Academic Program Planning and Evaluation*, defines the academic program actions that require Board of Governors of the University of North Carolina System approval and those actions that are delegated to staff at the University of North Carolina System Office. This report presents those program actions that require UNC Board of Governors approval.

Program Establishments (Vote Required)

North Carolina Agricultural and Technical State University requests establishment of the Master of Science in physician assistant studies (MS, CIP 19.0101)

University of North Carolina Wilmington requests establishment of the Master of Science in supply chain management (MS, CIP 52.0203)

Background: Per Section 400.1 of the UNC Policy Manual, the constituent institutions and the UNC System Office review degree program offerings and bring periodic requests for program establishment, discontinuation, and consolidation recommendations to the UNC Board of Governors. Items such as change of delivery mode, change of program title or Classification of Instructional Program (CIP) codes, change of off-site locations, and change of specialty codes are delegated to UNC System Office staff.

Assessment: Approval of the requested program actions 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 Establish
Master of Science (MS) in Physician Assistant Studies
CIP 19.0101
North Carolina Agricultural and Technical State University

I. Program Highlights

- North Carolina Agricultural and Technical State University proposes the establishment of an online Master of Science (MS) in Physician Assistant Studies.
- The physician assistant studies program will address the shortage and lack of diversity in the healthcare workforce in North Carolina and across the nation.
- The proposed program is a 24-month, 96 credit-hour, full-time graduate program that will prepare students to function as competent and safe generalist physician assistants. Graduates will be prepared to enter careers in a wide variety of healthcare industries, including primary and tertiary health care systems, long-term facilities, outpatient and extended care, retail health care, pharmaceutical and other health industries.
- Physician assistants are licensed by the North Carolina Medical Board to practice medicine under the supervision of a physician. Students in the proposed physician assistant program will graduate with competencies for certification by the Medical Board.
- Graduates of the program will be equipped with skills essential to addressing the healthcare needs of the citizens of the state of North Carolina.

II. Academic Program Planning Criteria (UNC Policy 400.1)

1. **Relation to Campus Distinctiveness and Mission.** This program is well aligned with the North Carolina A&T's mission. As "an 1890 land-grant doctoral research institution" the university prepares students to "advance the human condition and facilitate economic growth in North Carolina and beyond by providing a preeminent and diverse educational experience through teaching, research, and scholarly application of knowledge." The proposed physician assistant studies program will prepare graduates to assume the role of physician assistants in healthcare and health-related careers.

2. **Student Demand.** Student demand for physician assistant programs is very high. Programs at East Carolina University and the University of North Carolina at Chapel Hill regularly receive far more student applications than they can enroll. In 2019, the application/acceptance ratio at the two institutions was 511/54 and 742/20, respectively.

   Data from an EMSI survey demonstrated strong support for increasing physician assistant programs by healthcare providers in North Carolina, and a willingness for physicians in the Triad region of North Carolina to serve as preceptors. More importantly, students from community colleges and four-year colleges expressed great interest in the program, indicating the program will meet the needs of students in the state of North Carolina.

3. **Employment Opportunities for Graduates.** A 2018 NC Tower survey of public university physician assistant master's programs found the median annual salary for graduates was $73,104. Data from the US Bureau of Labor Statistics indicate employment of physician assistants is projected

to grow 31 percent from 2020 to 2030, much faster than the average for all occupations. About 12,200 openings for physician assistants are projected each year, on average, over the next decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force in retirement.

Demand for healthcare services is projected to increase due to the growing and aging population. Members of the large baby boomer generation will require more medical care as they age. Growth in the number of patients with chronic diseases, such as diabetes, will also increase healthcare demand and, in turn, drive the need for healthcare providers including physician assistants who often provide preventive care and treat the sick.

4. **Impact on Access and Affordability.** In the 2019, Annual Report of the National Commission of Certified Physician Assistants, 12.9 percent of the North Carolina physician assistant students responding to the survey reported no debt, compared to 10.2 percent anticipating no debt at the national level. The median and mean educational debt of recently certified physician assistants in North Carolina are $112,500 and $114,539, respectively.

   In 2020, the average in-state and out-of-state cost of tuition for physician assistant programs was $91,631.00 (in- and out-of-state tuition was the same). With a projected total program cost of less than $42,000 for in-state students (including a special fee for preceptors and separately approved tuition differential), the program will provide an affordable option.

   Tuition and fees for the 2022-23 full-time (9+ credit hour) rates are as follows:

   Full-Time 2022-2023 Master's Tuition and Fees per Year (In Dollars)

Category	**Resident**	**Non-Resident**
Tuition	$4,745.00	$17,545.00
Tuition Differential	$2,250.00	$2,250.00
Mandatory Fees (Educational & Technology, Campus Security, Debt Service, ASG)	$530.06	$530.06
Special Fees (One-time, year 2 only)	$11,000.00	$11,000.00

5. **Expected Quality.** This program will offer students an affordable path to acquire a physician assistant education that will prepare them to practice in diverse healthcare settings. Students will acquire core knowledge on the genetic, cellular, and molecular mechanisms of disease as well as appropriate pharmacotherapeutics. Graduates will acquire technical skills relevant for performing physical exams, evaluating diagnostic tests, and working within teams to perform medical procedures. Trainees will also acquire cultural competency tools essential to working with diverse patient populations. The clinical rotations further expose trainees to various sub-specialties in the field of medicine, enabling them to effectively take care of diverse patient cases across the lifespan.

6. **Faculty Quality and Number.** Four current faculty members will be involved with the physician assistant program. Three dedicated faculty administrators will be hired in the planning phase to comply with accreditation requirements. These include the program director, clinical coordinator, and medical director. They will be in place 15 months prior to seeking provisional accreditation. Two principal faculty who are trained as physician assistants will be hired nine months prior to seeking provisional accreditation. Two basic sciences faculty will also be hired when provisional accreditation is obtained, bringing the total number of new faculty hires to seven by year one of the program.

7. **Relevant Lower-level and Cognate Programs. Business Information Technology.** Several undergraduate programs at North Carolina A&T will be ideal pipelines for the physician assistant studies program. These include basic degrees in the health sciences (nursing, health services management, kinesiology), basic sciences, (biology, chemistry), and behavioral sciences (psychology). Students in these programs routinely complete the core requisites for the physician assistant studies program. More importantly, all these degree programs offer experiential learning opportunities, including undergraduate research that develop skills relevant for success in the physician assistant studies program. Master's level graduate programs in biology, chemistry, and health psychology will also serve as program pipelines.

8. **Availability of Campus Resources (library, space, etc.)**. The proposed program will be housed in the John R. and Kathy R. Hairston College of Health and Human Sciences. Students in the program will benefit from existing resources for programs that are closely aligned in subject content. These include biology, nursing, kinesiology, psychology, and health services management. North Carolina A&T plans to make a significant investment in library resources, including textbooks for the foundational and clinical specialty courses, supplemental instruction materials, and medical journals.

   For simulations and imaging labs, the program will use the Union Square Campus (USC) facility. The USC is two miles from the North Carolina A&T main campus and is jointly managed by North Carolina A&T, The University of North Carolina at Greensboro, Guilford County Community College, and Cone Health. The USC facility has state-of-the-art didactic training facilities dedicated to clinical programs, a cost-effective approach for delivering a world class clinical education to participating institutions.

9. **Existing Programs (Number, Location, Mode of Delivery).** There are two physician assistant programs within the UNC System, one at UNC-Chapel Hill and the other at ECU. Both are in-person delivery modes. The proposed program will fill a regional gap and serve to meet local needs for the central and western areas of the of North Carolina.

10. **Potential for Unnecessary Duplication.** Of the 17 UNC system institutions, only two offer physician assistant programs. These two programs have a large applicant pool and an acceptance rate of only five percent, indicating that the demand is not met. Furthermore, North Carolina A&T is in the central/western region of North Carolina, while both ECU and the UNC-Chapel Hill are in the eastern and research triangle regions, respectively.

11. **Feasibility of Collaborative Program**. Physician assistant training requires students to complete rotations at clinical sites and it will be necessary to collaborate with multiple healthcare providers to ensure the availability of training sites. Cone Health and other provider sites in Guilford,

Rockingham, and Alamance counties have agreed to collaborate with North Carolina A&T by serving as clinical sites and providing preceptors.

North Carolina A&T State also has a long history of collaborations with UNC-Chapel Hill. The UNC School of Medicine has clinics located in the suburbs of Greensboro. Program directors plan to pursue opportunities for clinical rotations with these clinics. Additionally, North Carolina A&T will consult with the existing programs at UNC-Chapel Hill and ECU to gain from their experiences regarding best practices.

12. **Other Considerations**. The proposed program will also integrate unique perspectives to equip graduates to effectively serve community health needs. The Hairston College of Health and Human Sciences houses degree programs for the health sciences and social and behavioral science majors. Recognizing the intersection of social, behavioral, and health sciences to the health and well-being of populations, faculty share their disciplinary expertise across degree programs. The proposed program will provide the educational experiences essential to providing culturally appropriate, population-based, and patient-centered care needed to reduce healthcare disparities and promote health equity.

III. Summary of Review Processes

1. **Campus Review Process and Feedback.** The proposal was reviewed by North Carolina A&T faculty senate, the graduate council, the graduate school, and administrators including dean and vice chancellor of the Graduate College, the interim dean of the Hairston College of Health and Human Sciences, the provost and chancellor.

2. **UNC System Office Review Process and Feedback.** Throughout the review process, North Carolina A&T provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

IV. Recommendation

The recommendation is that the UNC Board of Governors approve North Carolina A&T's request to establish the Master of Science in Physician Assistant Studies (CIP 19.0101) effective fall 2024.

Request for Authorization to Establish
Master of Science (MS) in Supply Chain Management
CIP 52.0203
University of North Carolina Wilmington

I. Program Highlights

- The University of North Carolina Wilmington proposes the establishment of a Master of Science (MS) in Supply Chain Management.
- This proposed program combines content and skills required by supply chain professionals, a fast-growing sector of the business ecosystem. The curriculum introduces students to leading supply chain management theory, application in the corporate environment, and impact on local and global market levels. Students will gain critical decision-making skills to better understand how industry practitioners use the decision-making process to accomplish corporate objectives.
- The program would support the university's mission of "creative inquiry, critical thinking …in areas of expertise that serve state needs." The program will focus on developing workforce relevant skills for each student.
- As a fully online program, the MS in Supply Chain Management is designed to be flexible and accessible to working professionals across North Carolina and the region. The program would be the only stand-alone MS in Supply Chain Management within the University of North Carolina System.
- Graduates will go on to careers in supply chain management, logistics, and related areas of the business ecosystem. They will also gain an understanding of strategic management that applies to companies with international operations.

II. Academic Program Planning Criteria (UNC Policy 400.1)

1. **Relation to Campus Distinctiveness and Mission.** UNC Wilmington serves southeastern North Carolina and the state by providing a competitive set of workforce development options in an online format at a reasonable cost. The MS in Supply Chain Management complements existing programs for the business community, including the MBA, MS in Accountancy, MS in Business Analytics, MS in Finance and Investment Management, and MS in Computer Science and Information Systems.

2. **Student Demand.** Supply chain management is one of the fastest growing sectors in business leading to strong student demand. Recent studies and surveys show supply chain management related master's conferrals from institutions in the southeast region rose from 349 completions in 2015 to 491 completions in 2019, resulting in an 8.9 percent annualized growth rate. Notably, North Carolina institutions did not report conferrals in supply chain management/logistics fields in 2019. As the first stand-alone graduate degree program in supply chain management, this program will provide students with a cost-effective, online opportunity for a degree in the sector.

3. **Employment Opportunities for Graduates.** In North Carolina, supply chain management-related occupations are projected to grow at a combined rate of 8.5 percent between 2018 and 2028, on par with the projected average growth for all occupations in the state (8 percent). According to a 2021 survey conducted by the Association of Supply Chain Management (ASCM) of over 2,000 supply chain professionals, the median salary for professionals with an undergraduate degree is

$77,000, and the median salary for those with a graduate degree is $99,900. For in-state students, the potential salary increases of $22,900 exceeds this proposed program's list price. North Carolina employers are projected to add over 500 supply chain-related positions annually over the next 10 years.

4. **Impact on Access and Affordability**. The strong median salary for professionals with supply chain degrees contributes to the program's affordability. The MS in Supply Chain Management is similar in cost to the UNC Wilmington MBA and MS in business analytics, which are both very well subscribed and offered at competitive costs. Students pursuing master's degrees in business carry less student loan debt than the average across all fields ($18,200 vs. $23,800). The online program delivery format provides flexibility and access to students, including those with jobs and families, across the state and region.

   UNC Wilmington is requesting a tuition differential for this program. Tuition and fees for the 2022-23 full-time (12+/9+ credit hour) rates are as follows:

   Full-Time 2022-2023 Master's Tuition and Fees per Year (In Dollars)

Category	**Resident**	**Non-Resident**
Tuition	$4,719.00	$19,104.48
Tuition Differential	$5,100.12	$5,100.12
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	$2,690.51	$2,690.51
Special Fees	--	--

5. **Expected Quality.** The MS in Supply Chain Management is a fully online, 30-credit hour degree program. The program will benefit from a business advisory board of executives, directors, and managers from corporations such as Old Dominion Freight Lines, the State Ports, Mega Corps Logistics, and Wilmington Airport, among others. Internships are currently offered as an elective but may become mandatory as the program develops. The Cameron School of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB).

6. **Faculty Quality and Number.** There are currently seven full-time faculty in the Congdon School of Supply Chain Management, Business Analytics, and Information Systems. Three new faculty will be added over the next four years. Graduate faculty must hold a terminal degree and provide evidence of excellence in teaching and an ongoing record of scholarly work that is regularly evaluated (e.g., peer-reviewed) by regional, national, and international communities.

7. **Relevant Lower-level and Cognate Programs.** UNC Wilmington's undergraduate BS program in business administration is expected to be a source of students eligible for admission to the supply chain management master's program. The faculty who will teach in this new program currently teach courses in these undergraduate programs and the existing professional MBA and MS business analytics programs. Cameron School of Business added a new undergraduate concentration in supply chain management in 2017 to satisfy the demand for jobs in this area.

Over the past five years, there has been an increase in the number of students with a concentration in supply chain management in North Carolina and other states.

8. **Availability of Campus Resources (library, space, etc.)** Randall Library at UNC Wilmington currently supports graduate and undergraduate programs in the Congdon School, which includes an undergraduate major in supply chain management through a combination of print and electronic library holdings, including books, journals, and online databases. The Randall Library is also undergoing an extensive renovation and expansion that will offer students and faculty additional space and support for research data management, data visualization, 3-D modeling and prototyping, and other research assistance.

9. **Existing Programs (Number, Location, Mode of Delivery).** No institutions within the UNC System offer stand-alone online master's degrees in supply chain management or logistics. Five institutions provide supply chain management or logistics graduate and post-bac certificates: East Carolina University, North Carolina Agricultural and Technical State University, North Carolina State University, The University of North Carolina at Greensboro, and University of North Carolina at Charlotte. Additionally, UNC Wilmington and six North Carolina institutions offer an MBA with a supply chain management concentration: Appalachian State University, Fayetteville State University, North Carolina A&T State University, NC State, UNC Charlotte, and The University of North Carolina at Pembroke.

10. **Potential for Unnecessary Duplication.** This program would be the only stand-alone master's program in supply chain management. The program is specialized to meet supply chain professionals' needs, unlike the more generalized curriculum offered in MBA programs.

11. **Feasibility of Collaborative Program**. Collaboration among faculty and programs is encouraged. The online nature of the program presents opportunities for joint courses and shared enrollment across institutions as the program develops.

III. Summary of Review Processes

1. **Campus Review Process and Feedback.** Various individuals and deliberative bodies reviewed and approved the program. This proposal originated with the Congdon School of Supply Chain, Business Analytics, and Information Systems faculty. It was reviewed by faculty and administration in the Cameron School of Business before being reviewed by UNC Wilmington's Graduate Council. Finally, the program was reviewed by leadership in the division of academic affairs, including the provost, assistant vice chancellor for academic affairs resource management, and UNC Wilmington's SACS liaison. The program proposal was reviewed and approved by the UNC Wilmington chancellor prior to submission to the UNC System Office.

2. **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 the statements made.

IV. Recommendation

The recommendation is that the UNC Board of Governors approve UNC Wilmington's request to establish the Master of Science (MS) in Supply Chain Management (CIP 52.0203) effective spring 2023.

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

MEETING OF THE BOARD OF GOVERNORS
Committee on Educational Planning, Policies, and Programs
October 19, 2022

AGENDA ITEM

A-6. Comprehensive Articulation Agreement Annual Report ..... David English

Situation: The revised *Comprehensive Articulation Agreement* (CAA) was signed by the University of North Carolina Board of Governors and the State Board of Community Colleges on February 21, 2014. The CAA was implemented in the fall 2014 semester.

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 (NCCS) 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.

Background: This report summarizes ongoing efforts to implement and fulfill the CAA. The Transfer Advisory Committee (TAC) is committed to providing students and institutions with information and strategies to support both associate degree and baccalaureate degree completion. Information is provided on NCCCS transfer student enrollment and academic performance, efforts to improve transfer efficiency and effectiveness, status of compliance visits, and recommendations for future actions.

Assessment: The annual report demonstrates compliance with NCGS 116-11(10c). There was a slight decline in the total number of NCCCS transfer students in fall 2021, which corresponds with enrollment trends. Students who obtain the Associate of Arts (AA) or Associate of Science (AS) degree prior to transferring continue to exhibit strong academic performance following their first year at a UNC System institution. The TAC also developed and administered the first comprehensive transfer survey of NC community colleges. The TAC identifies in the report a number of areas of recommendation, including improving baccalaureate degree plans, continued partnerships with groups such as North Carolina State University's Belk Center for Community College Leadership and Research, myFutureNC, and the North Carolina Independent Colleges and Universities, and reviewing current processes and procedures for transfer student succcess

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

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, 2022

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, 2022

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 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 the fall 2014 semester. To date, the Transfer Advisory Committee (TAC) has completed three full rounds of compliance visits to UNC System institutions. There have yet to be any reports of noncompliance by any institution.

The University of North Carolina (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 website, the College Foundation of North Carolina, and published baccalaureate degree plans (BDPs) from each university provide access to details that students need to make informed choices when selecting institutions, degree programs, and courses. Online data dashboards containing transfer information for each community college and university, as well as aggregate information for the two systems, improves transparency and accountability through public access to transfer and performance data. Both systems of public higher education in the state of North Carolina 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 both associate degree and baccalaureate degree completion.

The most recent version of the 2014 *CAA*, complete with appendices, is available at https://myapps.northcarolina.edu/transfertoolbox/download/5/caa/619/caa_2020-tac-approved-08-28-20.pdf

CAA PROGRESS - 2022

Transfer Enrollment and Performance Data

The UNC System 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 UNC System 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 and later are under the protections of the 2014 *CAA*, and a significant number continue to transfer to the UNC System as of fall 2021. This large number of transfer students who possess the protections of the 2014 *CAA* and their successful transfer to the state universities give a clear indication of the value of the 2014 *CAA* to students.

Transfer Student Enrollment

Prior to the COVID-19 pandemic, there was 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 the NCCCS. Data from fall 2020 and fall 2021 indicate decreases in associate degree completion among transfer students and in overall transfer enrollment. Since most community college students do not complete their associate degrees in two years, the TAC hopes for increased associate degree completion prior to transfer and in overall transfer enrollment as students, advisors, and institutions continue to gain a better understanding of the protections of the *CAA* and the wide-ranging benefits of degree completion.

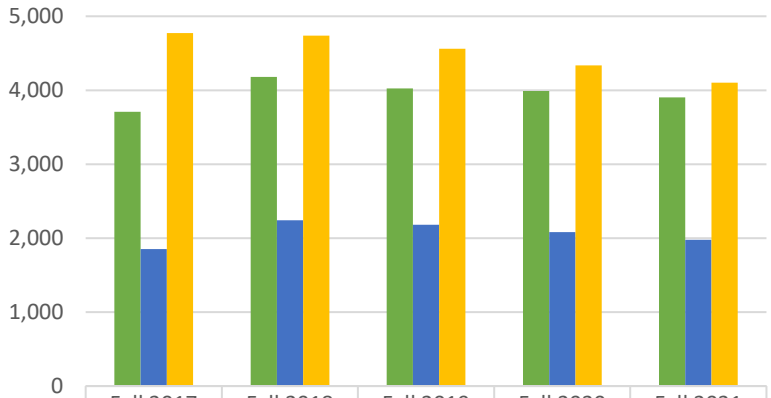
Data illustrate a slight decrease in the number of NCCCS students transferring to the UNC System (see Table 1), down from 10,409 in fall 2020 to 9,986 in fall 2021 (a decrease of 423 students). Considering the impact that COVID-19 continues to have on higher education and our communities, continued enrollment declines are understandable (note that the overall trend since the update of the 2014 *CAA* has been markedly positive).

The number of NCCCS students transferring with a completed associate degree (of any kind) also dropped slightly (see Table 2) during the past year. In fall 2020, the total number of NCCCS students transferring with a completed degree (AA/AS or any other associate degree) was 6,074 compared to 5,883 students in fall 2021. This decrease was seen in students earning an AA/AS degree (down 86 from fall 2020) and in those earning other associate degrees (down 105 from fall 2020).

While the overall numbers of students transferring with completed degrees have increased since 2014, the fall 2021 term marks the third year in a row of declines since the peak in fall 2018. The number of NCCCS students who transfer to UNC System institutions with transfer credit but no degree has also declined. In fall 2017, 4,775 NCCCS students transferred before completing an associate degree compared to 4,103 non-degree-earning students in fall 2021 (see Table 1). This decrease supports the sustained emphasis on degree completion at the community college level prior to transfer to a UNC System institution.

Table 1

New NCCCS Student Enrollment in UNC System Institutions

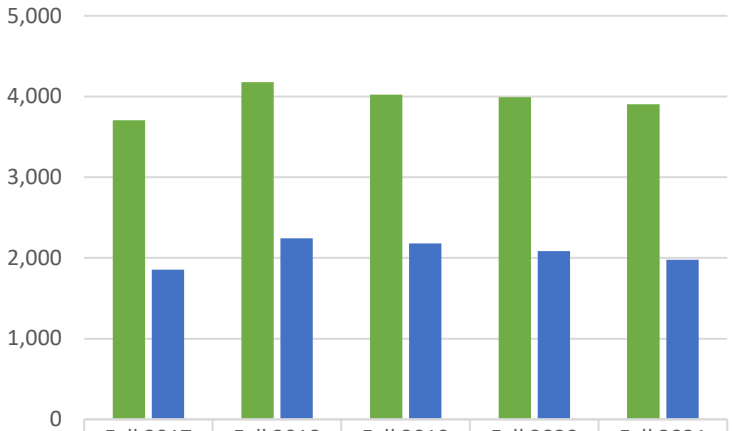


	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
AA/AS degree	3,707	4,179	4,025	3,991	3,905
Other Associate's degree	1,854	2,242	2,181	2,083	1,978
Transfer with no degree	4,775	4,738	4,559	4,335	4,103
Total new transfers	10,336	11,159	10,765	10,409	9,986

Note: Data within Table 1 include the most current information posted on the UNC public dashboards and may differ slightly from previously reported information.

Table 2

NCCCS Student Transfers with Completed Associate Degree



	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
AA/AS degree	3,707	4,179	4,025	3,991	3,905
Other Associate's degree	1,854	2,242	2,181	2,083	1,978
Total transfers with degrees	5,561	6,421	6,206	6,074	5,883

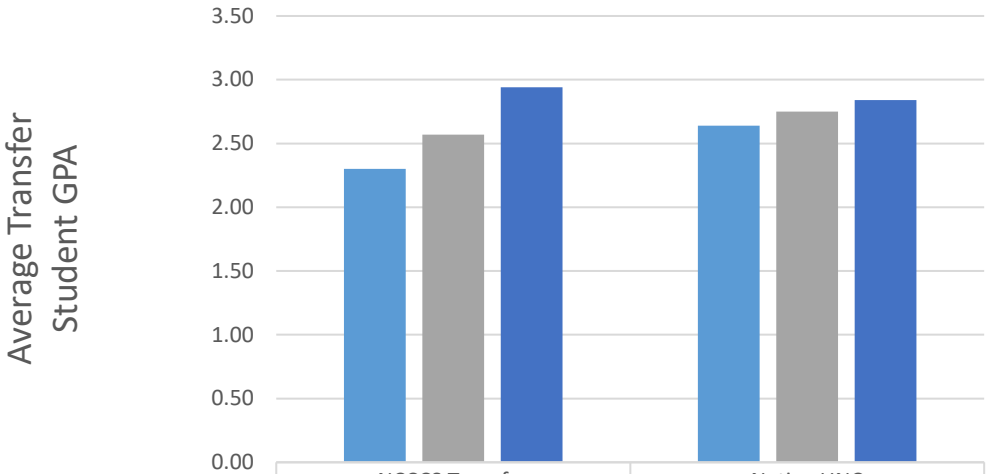
Note: Data within Table 1 include the most current information posted on the UNC public dashboards and may differ slightly from previously reported information.

Transfer Performance Data

The most recent data on transfer student performance (2021-2022 data for students who transferred in fall 2020) continue to indicate a strong correlation between degree and credit-hour completion prior to transfer and academic performance at the university (see Table 3). Students who transferred in fall 2020 from an NCCCS institution into a UNC System institution with fewer than 30 completed credit hours have a lower GPA than those who started at a university as freshmen. This is also true of students who transfer before completing an associate degree but have more than 30 credit hours of transferable coursework: GPA of non-degree-earning transfer students with more than 30 completed hours is lower compared to their UNC System sophomore counterparts who began at the university. Students who completed the associate degree prior to transferring in fall 2020, however, performed better than UNC System juniors who started at the university. 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 or better than students who began their higher education journeys at UNC System institutions.

Table 3

2021-22 Transfer Student Performance Grade Point Average After First Year



	NCCCS Transfer Students	Native UNC Students
Freshmen (less than 30 credits)	2.30	2.64
Sophomore (30 or more credits)	2.57	2.75
Junior (AA/AS degree)	2.94	2.84

Note: Data indicated are reflective of first-year performance at UNC institutions for transfer students. This measurement was taken during fall 2021 to spring 2022 for the cohort entering in fall 2020.

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 North Carolina School of the Arts is not included in the compliance visits because it has very few transfer students). The TAC completed its first round of reviews for the other 15 UNC System institutions in November 2017 (see Table 4). The second round of reviews began in October 2018 and was completed in November 2019. The third round of reviews began in March 2020 and is projected to be completed in December 2021. To date, each institution has been found in compliance with the *CAA* after each site visit review of its policies.

Table 4

Dates of TAC Site Visits to each UNC System Institution

Institution	First-round Visit	Second-round Visit	Third-round Visit
Appalachian State University	07/25/2016	10/18/2018	04/24/2020
East Carolina University	09/15/2016	10/11/2018	10/30/2020
Elizabeth City State University	09/16/2016	10/12/2018	10/29/2020
Fayetteville State University	10/18/2017	10/29/2019	12/16/2021
North Carolina A&T University	03/29/2017	04/30/2019	05/04/2021
North Carolina Central University	11/17/2016	11/28/2018	05/27/2021
North Carolina State University	11/16/2016	11/07/2018	04/26/2021
UNC Asheville	04/17/2017	04/17/2019	06/09/2021
UNC-Chapel Hill	04/05/2017	05/01/2019	04/27/2021
UNC Charlotte	04/13/2016	10/16/2018	04/08/2020
UNC Greensboro	04/14/2016	10/18/2018	03/10/2020
UNC Pembroke	10/18/2017	10/28/2019	01/28/2022
UNC Wilmington	10/20/2017	10/17/2019	11/08/2021
Western Carolina University	04/19/2017	03/28/2019	04/19/2021
Winston-Salem State University	06/23/2016	11/16/2018	05/27/2020

TAC/CAA Campus Site Visit Process and Compliance Feedback Reports

The UNC System sends a *CAA* Review Form to each of the universities at least one month prior to the scheduled site visit. Accompanying this form, the UNC System Office provides data concerning transfer statistics and asks the university to reflect on their observations from these data on the *CAA* Review Form. A site visit team consisting of at least one TAC representative from the NCCCS and at least one TAC representative from the UNC System reviews 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 degree completion, most popular transfer student majors, top feeder community colleges, currency of baccalaureate degree plans (BDPs), and institutional practices. The TAC site visit team then interviews key transfer personnel at the UNC System institution and meets with NCCCS transfer students to hear about their transition experience.

Upon completion of the compliance visit, the site visit team submits feedback reports to the entire TAC for review and approval. The UNC System Office then sends the approved reports to each university provost for distribution to appropriate university personnel. To date, all UNC System institutions have been found to be in compliance with the provisions and guidelines of the *CAA*. TAC members have observed an increased familiarity with the tenets and provisions of the *CAA* now that the third round of site visits have been completed. Furthermore, many UNC System institutions have implemented additional practices to form stronger partnerships with their community college neighbors. For example, several UNC System institutions have developed co-admission or provisional admission programs that allow university advisors the opportunity to work more closely with prospective transfer students. Additionally, several community colleges are offering dedicated space on their campuses for UNC System institution advisors to visit and work with students to be sure they are on a seamless path to transfer.

COVID-19 Impacts on Site Visits

As with so many other institutions and processes, the work of the TAC was disrupted, but not impeded, by the worldwide COVID-19 pandemic. All 2020 and 2021 site visits were held in virtual settings rather than in-person on UNC System campuses. Out of necessity, this has demonstrated that these compliance visits can be held in a virtual setting and have led TAC to explore alternative methods for ensuring compliance with the *CAA*. The one downside to virtual compliance visits has been the lack of significant interaction with NCCCS transfer students, and the TAC is exploring options to enhance these interactions in the future.

In light of the success of the community college transfer survey (see below), the TAC is currently exploring ways to implement a survey method to verify UNC System compliance with the *CAA*. Now that the UNC System institutions are quite familiar with the tenets of the *CAA*, it seems appropriate to explore methods for compliance review that are not as disruptive or demanding of university operations or TAC resources. The implementation of surveys would help offset the time and resources (of both universities and TAC members) needed to implement full on-site compliance visits.

Community College Transfer Survey

Now that three cycles of UNC System site visits have been completed, even though it is not mandated by CAA legislation, the TAC felt it would be beneficial to get a community college perspective on the transfer process, as well. To that end, since it was not feasible to conduct 58 individual site visits, members of the TAC worked to develop and pilot a survey that could be administered to the community colleges on a regular basis to gather feedback on how well the transfer process is working. This survey was deployed to NCCCS institutions during the fall 2021 semester with exceptional response rates (55 out of 58 community colleges completed the survey). The results from the survey have provided additional insight on strengths and weaknesses within the transfer partnership between the two systems and have suggested areas that could be strengthened.

Themes that emerged from the survey responses centered around the following topics: the availability of transfer resources on community college websites, the advising practices employed at community colleges, the course delivery of ACA 122 – College Transfer Success, the use and application of baccalaureate degree plans (BDPs) by students and advisors, the transfer credit appeals process, the training and resources provided to community college employees, the organizational communication present on community college campuses, and the use of data-informed decision-making. Specifically, the creation, availability, format, and use of BDPs was the top opportunity for improvement identified by community college employees as it related to assisting students with a successful transfer process. Community college employees also highlighted needs for transparent communication of transfer policy and greater resources for training of advisors.

Members of TAC have shared these findings and recommendations from the community college transfer survey at various events over the past year. Multiple committee discussions have revolved around these results, and they help inform the recommendations at the end of this report.

Baccalaureate Degree Plans

The 2014 *CAA* requires UNC System 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 plan of study that the university offers. While there remain varied approaches for maintaining these BDPs, more institutions are centralizing the responsibility for BDP maintenance in hopes of creating consistent and accurate BDPs while also being able to respond to course and program updates in a timely manner. The community college transfer survey revealed just how important these plans are for students planning to transfer. With the advent of recent research on the efficacy of these plans and with students clearly seeking them out and attempting to follow them, the time seems ripe for upgrading these BDPs to a standardized template, one that students can become familiar with and understand no matter to which institution they plan to transfer. Thus, a standardized BDP template is one of the recommendations TAC will highlight at the end of this report.

CAA Revisions

This year, the following five new courses were added to the Pre-major/Elective transfer course list:

- ENG 127 – Fiction Writing
- ENG 128 – Poetry Writing
- ENG 129 – Creative Nonfiction Writing
- TEX 110 – Fundamentals of Textiles
- TEX 210 – Fiber Science

These additions 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.

UNC System Common Numbering System

The UNC System has undertaken the creation of a common numbering system for lower division courses which should further alleviate transfer issues between the two systems of higher education. The searchable database of course equivalencies was just released during fall 2022. While not directly tied to the work of the TAC, the efforts on these fronts have involved various TAC members, and they were kept abreast of the progress from UNC System representatives.

Data Sharing and Equity

The TAC has approached both system offices regarding the possibility of implementing seamless data sharing between the two systems. This technology solution could interact with student records in both systems and assign university credit automatically without the need for regular human interaction and manual evaluation of transcripts. Such a system may require a substantial initial investment, but it would position colleges to repurpose personnel from data-processing to coaching transfer students, would facilitate curriculum alignment, and would maximize the common numbering systems now present within both systems. Additionally, as more detailed demographic information is added to the UNC System data dashboard, the TAC will be able to identify inequities within the transfer process to help facilitate important equity-related conversations.

Communication

Personnel at institutions from both systems have clamored for additional information related to transfer. Thus, the TAC will partner with both system offices to send out regular communication to all transfer-related personnel at each public institution of higher education in North Carolina. These communiques may be sent in the form of numbered memos or regular newsletters and relay important changes in policy, procedure, and interpretation.

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 professional conferences or workshops. The TAC is intentionally comprised of members from across the state from both urban and rural areas and representing both large and small institutions. Unfortunately, the travel costs associated with the duties and responsibilities of membership place an additional financial obligation on institutions that have already existing significant constraints and limitations on their spending. The NCCCS and the UNC System Offices both strongly advise that funding be allocated to provide for travel to TAC meetings, site visits, and professional presentations – all of which support the mission of increased transfer efficiency and effectiveness – for each of the members of the TAC.

Conclusion and TAC Recommendations

In the past eight years, NCCCS 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 same universities. 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 continues to promote ongoing support of the following efforts:

- Implementing templates for baccalaureate degree plans (BDPs) that would be recognizable and easy-to-follow for all students, no matter the eventual transfer destination;
- Technological and operational solutions that create greater continuity, clarity, accessibility, and transparency for advising and the processing of transfer students and informing course, program, and institution selection among the NCCCS and UNC System institutions, particularly through the implementation of statewide data sharing between the two systems;
- An examination of policies and procedures as they relate to issues involving diversity, equity, and inclusivity among NCCCS and UNC System transfer students, with the objective of promoting equitable outcomes to ameliorate any deficiencies; and
- Continuing collaborations with other key partners (e.g., NCSU's Belk Center for Community College Leadership and Research, myFutureNC, North Carolina Independent Colleges and Universities, etc.) in the work of transfer success.

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

MEETING OF THE BOARD OF GOVERNORS
Committee on Educational Planning, Policies, and Programs
October 19, 2022

AGENDA ITEM

A-7. Revisions to Comprehensive Articulation Agreement ..... David English

Situation: The revised *Comprehensive Articulation Agreement* (CAA) was signed by the University of North Carolina Board of Governors and the State Board of Community Colleges on February 21, 2014. The CAA was implemented in the fall 2014 semester. The Transfer Advisory Committee (TAC) is charged with the authority to interpret CAA policy and is made up of four representatives of the North Carolina Community College System (NCCCS) and the University of North Carolina System (UNC System). The TAC is charged with maintaining the CAA, and adopting technical corrections as needed to remain current and accurate.

Background: 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 both associate degree and baccalaureate degree completion. Information is provided on NCCCS transfer student enrollment and academic performance, efforts to improve transfer efficiency and effectiveness, status of compliance visits, and recommendations for future actions.

Assessment: Technical changes to the CAA are indicated in the attached document. There are four categories of technical changes included this year. First, a number of formatting and editorial changes were made to clarify meaning and update language to reflect branding preferences for both systems. Second, the lists of members of the TAC and representatives of the UNC System Office and NCCCS Office were removed from the policy document as those lists can be maintained elsewhere. Third, TAC recommends adding clarifying language in the discussion of transfer of advanced placement course credit to include “local credit by exam or placement exam.” Finally, TAC proposes the removal of two sections of the CAA: IV.A.9., “Transfer Courses Not Originated At North Carolina Community Colleges” and IV.D. “Students Enrolled Prior to Fall Semester 2014”.

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

COMPREHENSIVE ARTICULATION AGREEMENT
BETWEEN
THE UNIVERSITY OF NORTH CAROLINA SYSTEM
AND
THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Approved by the Board of Governors of The University of North Carolina System and the State Board of The North Carolina Community College System

Original version March 1, 1996; Full revision February 21, 2014;
Updated July 2015; February 2016; August 2016; June 2018; September 2018: May 2019; August 2020; October 2020; TBD

(This document, complete with appendices, is available at https://www.nccommunitycolleges.edu/academic-programs/college-transferarticulation-agreements/comprehensive-articulation-agreement-caa)

COMPREHENSIVE ARTICULATION AGREEMENT (CAA)
BETWEEN THE UNIVERSITY OF NORTH CAROLINA SYSTEM
AND THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

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H. Uniform Articulation Agreements

This document contains the articulation agreement in sections I-IV. Supporting documentation is provided in the appendices.

I. Legislative Overview

The Comprehensive Articulation Agreement fulfills the provisions of House Bill 739, Senate Bill 1161 (1995 Session of the General Assembly), and House Bill 903. The original legislation is provided in Appendix A. Section 1 of HB 739 instructed the Board of Governors of The University of North Carolina System and the State Board of Community Colleges to develop a plan for the transfer of credits between the institutions of the North Carolina Community College System, and between them and the constituent institutions of The University of North Carolina System. Section 3 of HB 739 instructed the State Board of Community Colleges to implement common course descriptions for all community college programs by June 1, 1997. Section 1 of SB 1161 directed The University of North Carolina System Board of Governors and the State Board of Community Colleges to develop a plan that ensures accurate and accessible academic counseling for students considering transfer between community colleges, and between community colleges and the constituent institutions of The University of North Carolina System. Section 2 of SB 1161 required the two Boards to establish a timetable for the development of guidelines and transfer agreements for program majors, professional specialization, and associate in applied science degrees. Section 3 of SB 1161 directed the Board of Governors of The University of North Carolina System and the State Board of Community Colleges to review their policies and rules and make any changes that are necessary to implement the plan for the transfer of credits.

In 2013, S.L. 2013-72 (HB 903) further emphasized the importance of the Comprehensive Articulation Agreement (CAA) by mandating compliance with its terms and requiring biannual joint reviews to assure full institutional adherence to the agreement. The bill requires that a report, summarizing the results of these reviews, including any instances of non-compliance or revision to the agreement be submitted to the Joint Legislative Oversight Committee on November 1 of each year.

II. Review and Revision of the Comprehensive Articulation Agreement (2013)

Since the Comprehensive Articulation Agreement was established in 1997, there have been nearly two decades of student and faculty experience with the CAA, and considerable changes in lower-level general education requirements and major program requirements of our University of North Carolina System institutions. Additionally, executive and legislative agencies with the state have endorsed greater participation in college level work by qualified secondary students.

After the review of the CAA within the context of these changes, this revision of CAA policies and curricula is designed to better facilitate the original purpose of the CAA to optimize the transfer of credits between the institutions of the North Carolina Community College System and The University of North Carolina System institutions.

The focus of the current review of the CAA includes the following:

1. Supporting current general education requirements at senior institutions.
2. Establishing a process for maintaining currency.
3. Ensuring current information is universally accessible to students and advisors at both senior institutions and community colleges.

The revised Comprehensive Articulation Agreement serves as a current and adaptive agreement that supports more students completing both the associate and baccalaureate degrees.

III. Assumptions and Intent

The Comprehensive Articulation Agreement between The University of North Carolina (UNC) System and the North Carolina Community College System (NCCCS) rests upon several assumptions common to successful statewide comprehensive articulation agreements. The primary assumption is that institutions recognize the professional integrity of other public post-secondary institutions that are regionally accredited for college transfer programs. All courses designated as approved for college transfer under this agreement will be taught by faculty who meet Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) credential requirements**.** Another assumption is that substantial commonality exists in the lower-division general education requirements and courses currently offered at all universities and community colleges for the purpose of transfer.

The general education courses and pre-major courses offered at the institutions that comprise The UNC System and the NCCCS are similar in intended outcomes and competencies, and so, transferable between institutions. The general education requirements of the receiving institutions remain in effect for all students not participating in this comprehensive articulation agreement; any upper-division general education requirements and graduation requirements remain unaffected by this agreement. Institution-wide, lower-division general education requirements serve as the starting point for determining specific general education courses in each baccalaureate major. The specific lower-level courses required for each major are the subject of the pre-majors developed by joint discipline committees. The purpose and history are provided in Appendix B.

IV. Policies

The Comprehensive Articulation Agreement (CAA) applies to all fifty-eight North Carolina Community College System (NCCCS) institutions and all sixteen constituent institutions of The University of North Carolina (UNC) System. The CAA is applicable to all NCCCS students who successfully complete a course designated as transferable or graduate with an Associate in Arts or Associate in Science degree and transfer to a constituent institution of The UNC System. The regulations for implementation of the CAA were originally approved by the Board of Governors and the State Board of Community Colleges. The Transfer Advisory Committee (TAC) oversees refinements of the regulations and minor changes. Significant changes will be brought to the Board of Governors and the State Board of Community Colleges for review at the discretion of the respective Presidents of The UNC System and the NCCCS. The TAC Procedures are provided in Appendix C.

Since the CAA was first established, the state of North Carolina has encouraged high school students to maximize their time by taking college coursework under various initiatives. The CAA policies extend to high school students taking college coursework through the NCCCS and/or the constituent universities of The UNC System.

A. Transfer Advisory Committee (TAC)

Authority to interpret CAA policy rests with the Transfer Advisory Committee (TAC). The TAC is an eight-member committee appointed by the Presidents of the North Carolina Community College System (NCCCS) and The University of North Carolina (U N C) System.

- **NCCCS Members:**

Four representatives from the NCCCS. These members will be appointed by the Chief Academic Officer of the NCCCS.

- **UNC System Members**

Four representatives from the UNC System. These members will be appointed by the Chief Academic Officer of the UNC System.

Questions concerning CAA policy interpretations should be directed to the appropriate system's chief academic officer with an explanation of the institutional policy that may (appear to) be in conflict with CAA policy. The chief academic officer will forward unresolved questions to the TAC for interpretation. Each system will appoint one ex-officio nonvoting member to support the work of the TAC.

Questions about the transferability of course work under the CAA or any proposed changes to the policies, general education courses, or pre-majors must be addressed by the TAC. Changes to the curriculum standards for the Associate in Arts and Associate in Science degree programs are the authority of the State Board of Community Colleges. The TAC will be notified of any changes.

The TAC will also provide general counsel and recommendations to the NCCCS and the UNC System in matters leading to optimal transfer between the two systems.

B. Transfer Assured Admissions Policy (TAAP)

The TAAP assures admission to one of the 16 UNC System institutions under the following conditions:

- Admission is not assured to a specific campus or specific program or major.
- Students must have graduated from an NCCCS institution with an Associate in Arts or Associate in Science degree.
- Students must meet all requirements of the CAA.
- Students must have an overall GPA of at least 2.0 on a 4.0 scale, as calculated by the college from which they graduated, and a grade of “C” or better in all CAA courses.
- Students must be academically eligible for re-admission to the last institution attended.
- Students must meet judicial requirements of the institution to which they apply.
- Students must meet all application requirements at the receiving institution, including the submission of all required documentation by stated deadlines.

If a student is denied admission to a UNC System institution, then they will be notified in writing by the institution. In this notification, the student will be directed to the College Foundation of North Carolina (CFNC) website (www.cfnc.org) where the student will be given information regarding space availability

and contacts in the respective UNC System institutions admissions offices. It is the student's responsibility to contact each institution's admissions office to get specific information about admissions and available majors.

If the previous steps do not result in admission to a UNC System institution, then the student should contact the CFNC Resource Center at 1-866-866-CFNC.

C. Transfer Credit Appeal

If a transfer student perceives that the terms of the CAA have not been honored, they may follow the Transfer Credit Appeal Procedure as outlined in Appendix E. Each NCCCS and UNC System institution will provide a link to the Transfer Credit Appeal Procedure on its website.

V. Regulations

A. Transfer of Credits

The Comprehensive Articulation Agreement (CAA) establishes the procedures governing the transfer of credits for students who transfer from a North Carolina Community College System (NCCCS) institution to a University of North Carolina (U N C) System institution. The CAA does not address admission to a specific institution or to a specific major within an institution.

1. Eligibility

To be eligible for the transfer of credits under the CAA, the student must graduate from the community college with an Associate in Arts (AA) or Associate in Science (AS) degree and have an overall Grade Point Average (GPA) of at least 2.0 on a 4.0 scale and a grade of "C" or better in all CAA courses. Students who do not complete the degree are eligible to transfer credits on a course-by-course basis.

2. Definition of General Education Courses and Pre-major Courses

The Associate in Arts (AA) and Associate in Science (AS) degree programs in the North Carolina Community College System require a total of sixty or sixty-one semester hours credit for graduation (see Appendix F) and are transferable to any UNC institution. The overall total is comprised of both lower-division general education and pre-major courses. This curriculum reflects the distribution of discipline areas commonly included in institution-wide, lower-division general education requirements for the baccalaureate degree.

The AA and AS degree programs include general education requirements that represent the fundamental foundation for success and include study in the areas of English composition, communications, humanities and fine arts, natural sciences and mathematics, and social and behavioral sciences. Within these discipline areas, community colleges must include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use. Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to a UNC System institution.

The AA and AS degree programs of study are structured to include two components:

–**Universal General Education Transfer Component** courses comprise a minimum of 30 semester hours of credit, and

–**Additional general education, pre-major, and elective courses** that prepare students for successful transfer into selected majors at UNC System institutions will bring the total number of hours in the degree programs to 60-61 semester hours.

To ensure maximum transferability of credits, students should select a transfer major and follow preferred transfer university options known as Baccalaureate Degree Plans (BDPs, see section V.A.7.) before completing 30 semester hours of credit. Additional general education, pre-major, and elective courses should be selected based on a student's intended major and transfer institution options. Students will receive instruction, guidance, and assistance in making these selections when enrolled in the NCCCS course ACA 122 – College Transfer Success. **NCCCS institutions are encouraged to require ACA 122 of all AA and AS program enrollees during their first semester of enrollment to promote effective and efficient transfer.**

Each receiving institution will identify community college course equivalencies and publicize an equivalency course crosswalk to ensure transfer of credit uniformity and transparency.

The specific number and distribution of courses used to fulfill the requirement in each of these areas will be identified by each community college as meeting its own general education requirements. The UGETC courses and other required courses will be drawn from those courses designated in the NCCCS Combined Course Library as being transferable. This will preserve the autonomy of each community college to develop its own general education program, including those aspects that make its program unique. Students should follow the university-designed BDPs for specifics regarding courses and distribution.

3. Transfer of Associate in Arts and Associate in Science degree programs

a. The CAA enables North Carolina community college graduates of two-year Associate in Arts (AA) and Associate in Science (AS) degree programs who are admitted to constituent institutions of The University of North Carolina System to transfer with junior status.
b. Requirements for admission to some major programs may necessitate additional courses not available at the community college. Time to earn a baccalaureate degree may be impacted for students entering such programs, and students should plan accordingly.
c. Universities cannot place requirements on students transferring under the CAA that are not required of their students that begin their higher education journeys at that university.
d. A student who completes the AA or AS degree prior to transfer to a UNC System institution will have fulfilled the UNC System institution's lower-division general education requirements.
e. Each UNC System campus will establish and publish a campus policy/guideline outlining the campus decision whether a student who receives an AA or AS degree through reverse transfer will have fulfilled the UNC System institution's lower-division general education requirements.
f. Additional courses at the UNC Systeminstitution may be required beyond the general education courses and pre-major courses taken at the community college.

g. Community college graduates of the AA or AS degree programs who have earned 60 semester hours in approved transfer courses with a grade of "C" or better and an overall GPA of at least 2.0 on a 4.0 scale will receive at least 60 semester hours of academic credit upon admission to a UNC System institution.
h. All courses approved for transfer in the CAA are designated as fulfilling general education or pre-major/elective requirements (see Appendix G). While general education and pre-major courses may also be used as electives, elective courses may not be used to fulfill general education requirements.
i. CAA courses taken beyond the 60-61 credit hours of credit in which the student received less than a "C" will not negate the provisions of the CAA.

4. UNC Minimum Admissibility Requirements (MAR) and Minimum Course Requirements (MCR)

a. Students who complete the Associate in Arts or the Associate in Science degree will satisfy UNC System's minimum admissibility requirements (MAR) and minimum course requirements (MCR).
b. Transfer students who are at least 21 years old are exempt from both MAR and MCR.
c. Transfer students will also be considered to have satisfied MAR and MCR if they have:
    1. received the baccalaureate, or any higher degree, or
    2. earned at least twenty-four (24) transferrable undergraduate credits from a regionally accredited postsecondary institution. Transferrable undergraduate credit counted as part of these 24 hours shall also include:
        a. credit earned at foreign institutions deemed to have the equivalence of regional accreditation; equivalence of regional accreditation generally refers to recognition by the foreign country's Ministry of Education and/or recognition by a credible organization offering credential evaluation services; and
        b. credit awarded for prior learning as part of military service, with the military branch designated as the transfer institution.

Undergraduate credits awarded for AP (Advanced Placement), IB (International Baccalaureate), or other credit by exam shall not be included as part of these 24 hours.

5. Students Not Completing the Associate in Arts or Associate in Science degrees

A North Carolina Community College System (NCCCS) student who satisfactorily completes, with a grade of "C" or better, courses identified in the Universal General Education Transfer Component (UGETC) will receive credit applied toward the university's lower-division general education course requirements, subject to the following distribution limit: maximum of 6 hours in English Composition, 9 hours in Humanities/Fine Arts/Communications, 9 hours in Social/Behavioral Sciences, 8 hours in Mathematics, and 8 hours in the Natural Sciences.

An NCCCS student who satisfactorily completes a transfer course that is not designated as a UGETC course will receive transfer credit for the course. The receiving institution will determine how the course counts.

6. Certification of Universal General Education Transfer Component Courses, Associate in Arts Degree, or Associate in Science Degree Completion

Certification of completion of the Associate in Arts or the Associate in Science degree is the responsibility of the community college at which the courses are successfully completed. Transcript identification of Universal General Education Transfer Component (UGETC) courses is also the responsibility of the NCCCS institution at which the courses are completed. The transcripts of students who transfer before completing the degree will be evaluated on a course-by-course basis by the receiving university. The transferring student who has not completed the degree must meet the UNC System institution's general education requirements.

7. Baccalaureate Degree Plan (BDP) Four-Year Degree Plan for Community College Transfer Students

Pre-major course tracks prepare students to succeed in their chosen field and provide students with clear pathways to completion. Each UNC System institution will develop, publish, and maintain Baccalaureate Degree Plans (BDPs) identifying NCCCS courses that provide pathways leading to associate degree completion, admission into the major, and baccalaureate completion. Students who complete the Associate in Arts AA or the AS degree, who follow the BDP published by a UNC System institution, who are accepted into that institution, and who are accepted into that major within four years of initial enrollment at the community college, will continue into that major at the UNC System institution with all courses fulfilling lower-division general education and other degree requirements as indicated in that BDP.

8. Other Associate Degree Programs

Students completing Universal General Education Transfer Component (UGETC) courses will receive equivalent general education course credit for those courses at the receiving UNC System institution. For courses not designated as UGETC, the receiving UNC System institution will determine whether the course will count as general education or pre-major/elective credit.

Associate in Applied Science (AAS) degree programs may be handled on a bilateral articulation agreement basis rather than on a state-wide basis. Under bilateral agreements, individual universities and one or more community colleges may join in a collaborative effort to facilitate the transfer of students from AAS degree programs to baccalaureate degree programs.

The TAC encourages the development of new bilateral articulation agreements among institutions; however, TAC will not maintain a current inventory of bilateral articulation agreements for AAS degree programs.

See Appendix H for a current list of Universal Articulation Agreements.

9. Transfer of Courses Not Originated at North Carolina Community Colleges

Transfer courses that do not originate at a North Carolina Community College System institution or at a UNC System institution are allowed to be used to complete the AA or AS degree at an NCCCS institution and would fall under the protections of the CAA. Students transferring without the completed degree would have their individual courses from outside of NCCCS institutions subject to the receiving institution's regular transfer articulation procedures.

10. Transfer of Advanced Placement (AP) Course Credit

Advanced Placement (AP) course credits, awarded for a score of three or higher, are acceptable as part

of a student's successfully completed Associate in Arts (AA) or Associate in Science (AS) degree under the CAA. Students who receive AP course credit at a community college but do not complete the AA or AS degree will have AP credit awarded on the basis of the receiving institution's AP policy. TAC recommends that the same guiding principle prescribed for AP course credit be exercised in the treatment of other NCCCS course credit awarded as part of the AA or AS degree under the CAA through other exams (e.g., IB, CLEP, DANTES, Cambridge, and local credit by exam or placement exam).

B. Impact of the CAA on Other Articulation Agreements

The CAA takes precedence over bilateral articulation agreements established between constituent institutions of The University of North Carolina (UNC) System and the North Carolina Community College System (NCCCS) but does not necessarily preclude such agreements. Institution-to-institution articulation agreements that fall within the parameters of the CAA and enhance transferability of students from NCCCS institutions to UNC System institutions are encouraged. **Institutional and uniform articulation agreements conflicting with the CAA are not permitted.**

C. Compliance Procedures

The Transfer Advisory Committee (TAC) is charged with ensuring compliance of institutional policies and practices regarding the CAA. To that end, a TAC Review Team, composed of at least one UNC System representative and at least one NCCCS representative, will survey and review the institutional transfer credit policies and procedures of two UNC System institutions per quarter**.** The TAC will report the findings to The UNC System and the NCCCS Offices.

Appendices
Appendix A
Legislation

HB 739, SB 1161, HB 903

GENERAL ASSEMBLY OF NORTH CAROLINA
1995 SESSION
RATIFIED BILL

CHAPTER 287
HOUSE BILL 739

AN ACT TO SIMPLIFY THE TRANSFER OF CREDIT BETWEEN NORTH CAROLINA INSTITUTIONS OF HIGHER EDUCATION.

Section 1. The Board of Governors of The University of North Carolina and the State Board of Community Colleges shall develop a plan for the transfer of credits between the institutions of the North Carolina Community College System and between the institutions of the North Carolina Community College System and the constituent institutions of The University of North Carolina. The Board of Governors and the State Board of Community Colleges shall make a preliminary report to the Joint Legislative Oversight Committee on Education prior to March 1, 1996. The preliminary report shall include a timetable for the implementation of the plan for the transfer of credits.

Sec. 2. It is the intent of the General Assembly to review the plan developed by the Board of Governors and the State Board of Community Colleges pursuant to Section 1 of this act and to adopt a plan prior to July 1, 1996, for the transfer of credits between the institutions of the North Carolina Community College System and between the institutions of the North Carolina Community College System and the constituent institutions of The University of North Carolina.

Sec. 3. The State Board of Community Colleges shall implement a common course numbering system, to include common course descriptions, for all community college programs by June 1, 1997. A progress report on the development of the common course numbering system shall be made to the Joint Legislative Oversight Committee on Education by March 1, 1996.

Sec. 4. This act is effective upon ratification.

In the General Assembly read three times and ratified this the 19th day of June, 1995.

Dennis A. Wicker
President of the Senate

Harold J. Brubaker
Speaker of the House of Representatives

GENERAL ASSEMBLY OF NORTH CAROLINA
1995 SESSION
RATIFIED BILL

CHAPTER 625
SENATE BILL 1161

AN ACT TO IMPLEMENT THE RECOMMENDATION OF THE JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE TO IMPLEMENT AND MONITOR THE PLAN FOR THE TRANSFER OF CREDITS BETWEEN NORTH CAROLINA INSTITUTIONS OF HIGHER EDUCATION.

Whereas, it is in the public interest that the North Carolina institutions of higher education have a uniform procedure for the transfer of credits from one community college to another community college and from the community colleges to the constituent institutions of The University of North Carolina; and

Whereas, the Board of Governors of The University of North Carolina and the State Board of Community Colleges have developed a plan for the transfer of credits between the North Carolina institutions of higher education; and

Whereas, the General Assembly continues to be interested in the progress being made towards increasing the number of credits that will transfer and improving the quality of academic advising available to students regarding the transfer of credits; Now, therefore,

Section 1. The Board of Governors of The University of North Carolina and the State Board of Community Colleges shall develop a plan to provide students with accurate and understandable information regarding the transfer of credits between community colleges and between community colleges and the constituent institutions of The University of North Carolina. The plan shall include provisions to increase the adequacy and availability of academic counseling for students who are considering a college transfer program. The Board of Governors and the State Board of Community Colleges shall report on the implementation of this plan to the General Assembly and the Joint Legislative Education Oversight Committee by January 15, 1997.

Sec. 2. The Board of Governors and the State Board of Community Colleges shall establish a timetable for the development of guidelines and transfer agreements for program majors, professional specializations, and associate in applied science degrees. The Board of Governors and the State Board of Community Colleges shall submit the timetable and report on its implementation to the General Assembly and the Joint Legislative Education Oversight Committee by January 15, 1997.

Sec. 3. The State Board of Community Colleges shall review its policies and rules and make any changes in them that are necessary to implement the plan for the transfer of credits, including policies and rules regarding the common course numbering system, Combined Course Library, reengineering initiative, and the system wide conversion to a semester-based academic year. The necessary changes shall be made in order to ensure full implementation by September 1, 1997.

Sec. 4. This act is effective upon ratification.

In the General Assembly read three times and ratified this the 21st day of June, 1996.

Dennis A. Wicker
President of the Senate

Harold J. Brubaker
Speaker of the House of Representatives

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2013

SESSION LAW 2013-72
HOUSE BILL 903

AN ACT TO REQUIRE ALL CONSTITUENT INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA TO FULLY ADHERE TO THE COMPREHENSIVE ARTICULATION AGREEMENT WITH THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM REGARDING THE TRANSFER OF COURSES AND ACADEMIC CREDITS BETWEEN THE TWO SYSTEMS AND THE ADMISSION OF TRANSFER STUDENTS AND TO DIRECT THE UNIVERSITY OF NORTH CAROLINA AND THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM TO REPORT BIANNUALLY REGARDING THE AGREEMENT TO THE JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE.

The General Assembly of North Carolina enacts:

Section 1. G.S. 116-11 is amended by adding a new subdivision to read:

"(10c) The Board of Governors shall require each constituent institution to adhere fully to the Comprehensive Articulation Agreement between The University of North Carolina and the North Carolina Community College System that addresses the transfer of courses and academic credits between the two systems and the admission of transfer students. The Board of Governors shall further ensure that the agreement is applied consistently among the constituent institutions. The University of North Carolina and the North Carolina Community College System shall 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 shall 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 University of North Carolina and the North Carolina Community College System shall also jointly develop an articulation agreement advising tool for students, parents, and faculty to simplify the course transfer and admissions process."

Section 2. This act is effective when it becomes law.
In the General Assembly read three times and ratified this the 5th day of June, 2013.

Daniel J. Forest
President of the Senate

Thom Tillis
Speaker of the House of Representatives

Pat McCrory
Governor

Appendix B
Purpose and History (1997-2014)

I. Purpose

The CAA was developed jointly by faculty and administrators of the North Carolina Community College System and The University of North Carolina System based on the proposed transfer plan approved by both governing boards in February 1996.

The provisions of the originating legislation are consistent with the strategic directions adopted by The University of North Carolina System Board of Governors, the first of which is to "expand access to higher education for both traditional and non-traditional students through...uniform policies for the transfer of credit from community colleges to constituent institutions...development of electronic information systems on transfer policies, off-campus instruction, and distance education...[and] increased collaboration with other education sectors...." Similarly, the State Board of Community Colleges has established the education continuum as one of seven critical success factors used to measure the performance of programs consistent with the workforce development mission of the North Carolina Community College System. College-level academic courses and programs have been a part of the mission and programming of the North Carolina Community College System from its inception in 1963.

The Board of Governors and the State Board of Community Colleges are committed to further simplifying the transfer of credits for students and thus facilitating their educational progress as they pursue associate or baccalaureate degrees within and among public post-secondary institutions in North Carolina.

II. History

The two Boards approved a "Proposed Plan to Further Simplify and Facilitate Transfer of Credit Between Institutions" at their meetings in February 1996. This plan was submitted as a preliminary report to the Joint Legislative Education Oversight Committee in March 1996. Since that time, significant steps have been taken toward implementation of the transfer plan. At their April 1996 meetings, the Boards appointed their respective sector representatives to the Transfer Advisory Committee to direct, coordinate, and monitor the implementation of the proposed transfer plan. The Transfer Advisory Committee membership is listed in Appendix D.

Basic to the work of the Transfer Advisory Committee in refining transfer policies and implementing the transfer plan has been the re-engineering project accomplished by the North Carolina Community College System, especially common course names, numbers, credits, and descriptions. The Community College Combined Course Library includes approximately 3,800 semester-credit courses written for the associate degree, diploma, and certificate programs offered in the system. Colleges select courses from the Combined Course Library to design all curriculum programs.

Of approximately 700 arts and sciences courses within the Combined Course Library, the faculty and administrators of the community colleges recommended approximately 170 courses as appropriate for the general education transfer core. The Transfer Advisory Committee then convened a meeting on May 28, 1996, at which six University of North Carolina faculty in each of ten general education discipline areas met with six of their professional counterparts from the community colleges.

Through a very useful and collegial dialog, these committees were able to reach consensus on which community college courses in each discipline were acceptable for transfer to University of North Carolina institutions as a part of the general education core. This list of courses was distributed to all University of North Carolina and community college institutions for their review and comments. Considering the recommendations of the general education discipline committees and the comments

from the campuses, the Transfer Advisory Committee established the list of courses that constitutes the general education transfer core. This general education core, if completed successfully by a community college student, is portable and transferable as a block across the community college system and to all University of North Carolina institutions.

With the establishment of the general education core as a foundation, joint academic disciplinary committees were appointed to draw up guidelines for community college curricula that will prepare students for intended majors at University of North Carolina institutions. Each committee consisted of representatives from each UNC institution offering such major programs and eight to ten representatives from community colleges. The Transfer Advisory Committee distributed the pre-majors recommended by the faculty committees to all University of North Carolina and community college institutions for their review and comments. Considering the faculty committee recommendations and the campus comments, the Transfer Advisory Committee established pre-majors which have significant numbers of transfers from the community colleges to the University of North Carolina institutions.

The special circumstances surrounding transfer agreements for associate in applied science programs, which are not designed for transfer, require bilateral rather than statewide articulation. Special circumstances include the different accreditation criteria for faculty in transfer and non-transfer programs, the different general education requirements for transfer and non-transfer programs, and the workforce preparedness mission of the technical/community college AAS programs.

A major element in the proposed transfer plan adopted by the two boards in February 1996 is the transfer information system. Simultaneously with the work being done on the general education and professional specialization (major) components of the transfer curriculum, the joint committee on the transfer information system laid out a plan, approved by the Boards of The University of North Carolina and the North Carolina Community College System, "to provide students with accurate and understandable information regarding the transfer of credits...[and] to increase the adequacy and availability of academic counseling for students who are considering a college transfer program." In addition to the printed publications currently being distributed to students, transfer counselors, admissions directors, and others, an electronic information network provides (1) electronic access to the articulation database which will include current transfer policies, guidelines, and on-line catalogs for public post-secondary institutions; (2) computerized common application forms, which can be completed and transmitted electronically along with transcripts and other education records; and (3) an electronic mail network for transfer counselors and prospective transfer students. Access to the e-mail network is available in the transfer counselors' offices and other selected sites on campuses.

The final element of the transfer information system is the Transfer Student Academic Performance Report. This report, recently refined with suggestions from community college administrators, is sent annually to each community college and to the State Board of Community Colleges. These data permit the rational analysis of transfer issues and are beneficial to students and to educational and governmental decision-makers. This performance report provides the important assessment component necessary for evaluating and improving the transfer process.

Appendix C
Transfer Advisory Committee Procedures

Articulation between the North Carolina Community College System (NCCCS) and The University of North Carolina (UNC) System is a dynamic process. To ensure the currency of the Comprehensive Articulation Agreement (CAA), occasional modifications to the CAA may be necessary. These modifications may include the addition, deletion, and revision of courses on the transfer list, development and/or revision of pre-majors, and changes in course designation (i.e. additions to UGETC list or changing a course from general education to elective). The TAC will receive requests for modification only upon the recommendation of the chief academic officer of the NCCCS or UNC System. Additions, deletions, and modifications may be subject to faculty review under the direction of the TAC. Because the modification process involves faculty and administrative review, this process may require up to 12 months for final action.

Additions to the Universal General Education Transfer Component

(See Form CAA-02 on page 21)

Courses currently included on the approved transfer course list may be considered for inclusion as a Universal General Education Transfer Component (UGETC) course through the following procedures:

1. The Chief Academic Officer (CAO) of any subscribing institution submits a written request for a change in course status to the CAO of the respective system. The request should include the rationale for the revised status.

2. The system CAO then submits the request to the Director of Community College Partnerships & Adult Learner Initiatives at the UNC System.

3. The Director of Community College Partnerships & Adult Learner Initiatives will send the request to the CAOs of the universities. If all the universities approve of the addition, the recommendation will be sent to the TAC and to the CAOs of the two systems.

4. If all universities do not approve the request, the Director of Community College Partnerships & Adult Learner Initiatives may assemble a discipline team composed of university and community college faculty to see if the course can be revised in a manner that will be acceptable for inclusion in the UGETC course list. If so, the revised course will be sent to the university CAOs for consideration.

5. If all the universities approve of the addition of the revised course, the recommendation will be sent to the TAC and the CAOs of the two systems. If the addition request is not approved by the universities, this will be submitted to the TAC and the CAOs of the two systems for information.

6. After the TAC has acted on the request, the NCCCS Office will distribute notification of action taken to the requesting college or to the entire NCCCS, if applicable. The UNC System will distribute notice of actions as appropriate to its campuses.

Addition of Courses to the Transfer List
(See Form CAA-01 on page 19)

Courses in the NCCCS Combined Course Library that are not on the CAA transfer list may be recommended for inclusion by a participating institution through the following process:

1. For community colleges, the CAO of the college submits a written request for inclusion on the transfer list either as a general education, a pre-major or elective course to the CAO of one of the UNC System institutions. If the university will accept the course, and believes it should be recommended for statewide consideration, the CAO will endorse the request, indicating the transfer designation (General Education, Pre-major, or Elective) and forward it to the Director of Community College Partnerships & Adult Learner Initiatives and to the CAOs of the two systems.

2. For universities, the CAO of the university will partner with the CAO of a community college and send the request to the Director of Community College Partnerships & Adult Leaner Initiatives and to the CAOs of the two systems.

3. The NCCCS Office will solicit a response from all community colleges approved to offer the course, and a two-thirds favorable response is required for the change to be pursued. The CAO at the UNC System may seek input from its respective campuses as he/she deems appropriate.

4. The CAO of either system may submit the request for action to the TAC a minimum of thirty days prior to the next TAC meeting.

5. The TAC reviews the request. Any member of the TAC may request that a course be referred to the Faculty Review Committee. For all courses that are approved, the committee records their action and rationale of action.

6. The NCCCS Office will distribute notification of action taken to the requesting college or to the entire NCCCS, if applicable. The UNC System will distribute notice of actions as appropriate to its campuses.

Deletion of a Course from the Transfer List

(See Form CAA-01 on page 19)

The CAO of any participating community college or university may request that a course be removed from the CAA transfer list by following similar procedures as outlined in items 1-6 in the ***Addition of Courses to the Transfer List*** above. The NCCCS Office will review and recommend annually to the TAC courses on the CAA transfer list that are not taught at any community college for at least two years to be considered for removal from the transfer list.

Change in the CAA Designation of a Course

(See Form CAA-03 on page 23)

The CAO of any participating community college or university may request a change in the designation of a course in the CAA (i.e.: Elective to General Education or Pre-Major) by sending the request and rationale to the CAOs of the two systems. Either of the system CAOs may submit the request to the TAC for action.

The Faculty Review Process

Any member of the TAC may request that a course under consideration be forwarded to the Faculty Review Committee. The Faculty Review Committee will be asked to review the course and the proposed action.

1. The Faculty Review Committee will consist of the following representatives:
    a. 3 UNC System faculty members
    b. 3 NCCCS faculty members
2. Appointments to the committee will be for three years but may be renewed.
3. The Faculty Review Committee will receive a request to review a course(s) from the assigned representative(s) of the TAC within one week of the TAC meeting where the request was made.
4. Faculty will be asked to forward their comments, suggestions, and recommendations to one faculty representative from each sector. These three faculty members will then forward a composite report and recommendation to the assigned representative(s) of the TAC prior to the next scheduled TAC meeting.

The assigned representative(s) of the TAC will report the results of the Faculty Review Committee at the next TAC scheduled meeting for action.

Approval of the requested action will require a majority of the TAC members.

Comprehensive Articulation Agreement (CAA) Transfer Course List
Course Addition/Deletion
Form CAA-01

Occasional modifications to the CAA may be necessary to ensure currency. These modifications may include the addition or deletion of courses on the transfer list. The Transfer Advisory Committee (TAC) will receive requests for additions and deletions only upon the recommendation of the Vice President of the North Carolina Community College System (NCCCS) or the University of North Carolina (UNC) System. Course additions and deletions may be subject to faculty review under the direction of the TAC. Because modification of the CAA involves faculty and administrative review, this process may require up to 12 months for final action. If the request is approved, notification will be distributed to the entire NCCCS and UNC System institutions. If the request is denied, the requesting party(s) will be informed.

Course Information:

Three-Letter Prefix: ____ Three-Letter Number:_____

Course Title:_____

Hours: Classroom:____ Lab_____ Clinical____ Work Experience____Total____

Prerequisites:_____ Corequisites:_____

Course Description:

The Chief Academic Officer of **any** participating community college or university may request that a course be **removed** from the CAA transfer list. **Both** a community college and a university must partner to request the **addition** of a course to the transfer list. The university endorsement signifies that the university accepts the course and believes the course should be recommended for statewide consideration.

Name of the Community College: _____

Name of UNC System Institution:_____

___would like for the above course to be **added to** the CAA transfer course list with a status of:

_____ Pre-Major/Elective

_____ General Education or ____ UGETC for the following discipline:

____Communications ____Humanities/Fine Arts_____Math

____Social/Behavioral Science_____Science

____would like for the above course to be **deleted** from the CAA transfer course list

Please provide rationale for the course addition or deletion: *(additional page may be utilized)*

_____

_____

_____

_____

_____

_____ _____

Signature of Chief Academic Officer NCCCS College *Date*

_____ _____

Signature of Chief Academic Officer UNC System Institution *Date*

Please submit the completed and signed request to <u>all</u> of the following <u>three</u> representatives:

Senior Vice President and
Chief Academic Officer
North Carolina Community College System
5016 Mail Service Center
Raleigh, NC 27699-5016

Senior Vice President for
Academic Affairs and Chief Academic officer
The University of North Carolina System
P.O. Box 2688
Chapel Hill, NC 27514

Vice President for Academic Programs, Faculty, and Research
The University of North Carolina System
P.O. Box 2688
Chapel Hill, NC 27514

Upon receipt of the form, either Senior Vice President may indicate endorsement of the request and send the request to the Transfer Advisory Committee for action a minimum of thirty days prior to the TAC meeting. The NCCCS Office will solicit a response from all community colleges approved to offer the course and include the results of the vote along with their endorsement. The CAO at the UNC System *may* seek input from its respective campuses as deemed appropriate.

Please Note: New, proposed courses that are not currently in the NCCCS Combined Course Library must first be submitted to the NCCCS Curriculum Review Committee, by a community college, accompanied by a request for addition to the Combined Course Library. Please see Section 15 of the Curriculum Procedures Reference Manual at: http://www.nccommunitycolleges.edu/academic-programs/curriculum-procedures-reference-manual-cprm

Comprehensive Articulation Agreement Transfer Course List
Change of Course Status to Universal General Education Transfer Component (UGETC)
Form CAA02

Occasional modifications to the CAA may be necessary to ensure currency. These modifications may include a change in a transfer course designation from general education or pre-major/elective to Universal General Education Transfer Component (UGETC). The Transfer Advisory (TAC) will receive requests for modification only upon the recommendation of the Vice President of the North Carolina Community College System (NCCCS) or the University of North Carolina (UNC) System. Modifications may be subject to faculty review under the direction of the TAC. Because modification of the CAA involves faculty and administrative review, this process may require up to 12 months for final action. If the request is approved notification will be distributed to the entire NCCCS and UNC System institutions. If the request is denied, the requesting party(s) will be informed.

Course Information:

Three-Letter Prefix: ____ Three-Letter Number:_____

Course Title:_____

Hours: Classroom:____ Lab_____ Clinical____ Work Experience____ Total____

Prerequisites:_____ Corequisites:_____

Course Description:

Name of the Community College: _____

and

Name of UNC System Institution:_____

would like for the above course to receive the UGETC status. The course is currently on the CAA transfer course list and is designated as:

_____pre-major/elective

_____General Education under the following discipline:

_____ Communications

_____ Humanities/Fine Arts

_____ Social/Behavioral Science

_____ Mathematics

_____ Natural Science

Please provide rationale for the UGETC classification: *(additional page may be utilized)*

_____

_____

_____

_____

_____ _____

Signature of Chief Academic Officer NCCCS College *Date*

and

_____ _____

Signature of Chief Academic Officer UNC System Institution *Date*

The completed and signed form should be sent to:
Vice President for Academic Programs, Faculty, and Research
The University of North Carolina System
P.O. Box 2688
Chapel Hill, NC 27514

The NCCCS Office will solicit a response from all community colleges approved to offer the course. The UNC System Office will send the request to the Chief Academic Officers of the universities. If all of the universities approve of the UGETC designation, the recommendation will be sent to the Transfer Advisory Committee and the Vice Presidents of the two systems.

If all universities do not approve the request, the UNC System Office may assemble a discipline team comprised of university and community college faculty to see if the course can be revised in a manner that will be acceptable for inclusion in the UGETC. If so, the revised course will be sent to the university CAOs for UGETC consideration.

If all the universities approve of the UGETC designation of the revised course, the recommendation will be sent to the TAC and the Senior Vice Presidents of the two systems. If the request is not approved by the universities, this will be submitted to the TAC and the Senior Vice Presidents of the two systems for information.

Comprehensive Articulation Agreement (CAA) Transfer Course List
Change of Course Designation to Pre-Major/Elective or General Education
Form CAA03

Occasional modifications to the CAA may be necessary to ensure currency. These modifications may include a change in the transfer course designation to general education or pre-major/elective. The Transfer Advisory (TAC) will receive requests for modification only upon the recommendation of the Vice President of the North Carolina Community College System (NCCCS) or the University of North Carolina (UNC) System. Modifications may be subject to faculty review under the direction of the TAC. Because modification of the CAA involves faculty and administrative review, this process may require up to 12 months for final action. If the request is approved, notification will be distributed to the entire NCCCS and UNC System institutions. If the request is denied, the requesting party(s) will be informed.

Course Information:

Three-Letter Prefix: ____ Three-Letter Number:_____

Course Title:_____

Hours: Classroom:____ Lab_____ Clinical____ Work Experience____ Total____

Prerequisites:_____ Corequisites:_____

Course Description:

The above course is currently designated on the CAA transfer course list as:

_____Pre-major/Elective

_____General Education or_____UGETC under the following discipline:

_____Communications ____Humanities/Fine Arts

_____Social/Behavioral Science _____Mathematics _____Natural Science

We would like to request that the designation of the course be changed to:

_____Pre-major/Elective

_____General Education under the following discipline:

_____Communications_____Humanities/Fine Arts

_____Social/Behavioral Science_____Math _____Natural Science

Please note that a UGETC form (CAA02) is required for a UGETC designation request.

Name of the:

NCCCS institution making request:_____

or

UNC System Institution making request:_____

Please provide rationale for the course designation change and any indications of support from partnering institution(s): *(additional page may be utilized)*

_____

_____

_____

_____ _____

Signature of Chief Academic Officer NCCCS College *Date*

or

_____ _____

Signature of Chief Academic Officer UNC System Institution *Date*

Change in the CAA Designation of a Course

The Chief Academic Officer of ***any*** participating community college ***or*** university may request a change in the designation of a course in the CAA by sending the completed and signed request to the Vice Presidents of both systems. **Please submit the signed request to <u>both</u>:**

Senior Vice President and
Chief Academic Officer
North Carolina Community College System
5016 Mail Service Center
Raleigh, NC 27699-5016

Senior Vice President for
Academic Affairs and Chief Academic officer
The University of North Carolina System
Post Office Box 2688
Chapel Hill, NC 27514

Upon receipt of the form, either Senior Vice President may indicate endorsement of the request and send the form to the Director of Community College Partnerships & Adult Learning Initiative at the UNC System. The NCCCS Office will solicit a response from all community colleges approved to offer the course and include the results of the vote along with their endorsement. The CAO at the UNC System *may* seek input from its respective campuses as deemed appropriate.

Appendix D
Transfer Advisory Committee 2020-2021

A Complete list of current TAC membership may be found at _____.

Appendix E

Comprehensive Articulation Agreement Transfer Credit Appeal Procedure
University of North Carolina System/North Carolina Community College System

Guiding Principle: If a student from a North Carolina Community College System (NCCCS) college believes the terms of the Comprehensive Articulation Agreement (CAA) have not been honored by a University of North Carolina System (UNC) institution to which the student has been admitted, the student may invoke the CAA Transfer Credit Appeal Procedure.

Steps in Filing an Appeal

Step #1:

- **By the last day of classes of the first semester for which admission is offered**, the student must submit a CAA Transfer Credit Appeal Form along with any supporting documentation to the director of admission at the UNC System campus to which the student has been admitted. Students first enrolling at the senior institution in a summer session must submit their appeal by the end of the subsequent fall semester.
- **The student must specify on the appeal form the specific CAA language that is in contention. Appeals that lack this information will not be considered.**
- The Director of Admission will review the appeal and respond in writing (email or letter) to the student within 15 business days.

Step #2:

- If the student is not satisfied with the decision of the Director of Admission, he/she may appeal on the same form to the **Chief Academic Officer (Provost)** of the University within 15 days of written notice of the director's decision.
- The Provost will review the appeal and respond in writing (email or letter) to the student within 15 business days of receiving the student's appeal.

Step #3

- If the student is not satisfied with the decision of the Provost, he/she may appeal to the Transfer Advisory Committee (TAC) subcommittee, composed of the Co-chairs, a representative from the UNC System Office, and a representative from the NCCCS. The student must submit the appeal to the subcommittee within 15 days of the receipt of the Provost's decision. The appeal to the TAC subcommittee should be sent to:

UNC System Transfer Advisory Committee Member CAA Appeal
PO Box 2688
Chapel Hill, NC 27515

If a consensus is reached by the subcommittee, the student will be notified within 15 business days; if a consensus resolution is not reached, the appeal will be forwarded by the subcommittee to the full TAC within 10 business days. The TAC will review the appeal and notify the student of the final decision within 10 business days of receiving the appeal.

Comprehensive Articulation Agreement
Transfer Credit Appeal Procedure

University of North Carolina System/North Carolina Community College System

Section 1: Student Information (*to be completed by the student submitting the form*)

- The completed form and any supporting documentation **must be submitted to the UNC System institution's Director of Admission by the last day of classes of the first semester for which admission is offered.**

- You must specify the nature of the appeal and cite the specific CAA language that is in contention. Appeals that do not include this information cannot be considered.

Last Name:_____First:_____MI: _____
(Please print or type)

Address: _____
(Number and Street) *(City)* *(State)* *(Zip)*

Telephone: _____ Email: _____
(Area code/Number)

Last NC Community College Attended: _____

UNC System institution offering admission:_____beginning (semester/yr) _____

Section 2: Basis for your appeal

- State your concern(s), citing specific language in the CAA that is applicable to your contention. Attach supporting documents.

- The CAA may be found at the UNC System website: https://www.northcarolina.edu/college-transfer-articulation-agreements/

_____

_____

_____

_____

Student Signature:_____Date: _____

Appendix F

Associate in Arts and Associate in Science Curriculum Standards

Associate in Arts (A10100) Effective Term:

Curriculum Standard Summer 2016

The Associate in Arts degree shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit (SHC) of college transfer courses. Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use.

Courses are approved for transfer through the Comprehensive Articulation Agreement (CAA). The CAA enables North Carolina community college graduates of two-year associate in arts programs who are admitted to constituent institutions of The University of North Carolina System to transfer with junior status.

Community college graduates must obtain a grade of "C" or better in each course and an overall GPA of at least 2.0 on a 4.0 scale in order to transfer with a junior status. Courses may also transfer through bilateral agreements between institutions.

GENERAL EDUCATION (45 SHC) The general education common course pathway includes study in the areas of English composition; humanities and fine arts; social and behavioral sciences; natural sciences and mathematics.

UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT

(All Universal General Education Transfer Component courses will transfer for equivalency credit.)

English Composition (**6 SHC**)

The following two English composition courses are required.

ENG 111	Writing & Inquiry	(3 SHC)
ENG 112	Writing/Research in the Disciplines	(3 SHC)

Select three courses from the following from at least two different disciplines (**9 SHC***)*

Communications

COM 120	Introduction to Interpersonal Communication	(3 SHC) or
COM 231	Public Speaking	(3 SHC)

Humanities/Fine Arts

ART 111	Art Appreciation	(3 SHC)
ART 114	Art History Survey I	(3 SHC)
ART 115	Art History Survey II	(3 SHC)
DRA 111	Theatre Appreciation	(3 SHC)
ENG 231	American Literature I	(3 SHC)
ENG 232	American Literature II	(3 SHC)
ENG 241	British Literature I	(3 SHC)
ENG 242	British Literature II	(3 SHC)
MUS 110	Music Appreciation	(3 SHC)
MUS 112	Introduction to Jazz	(3 SHC)
PHI 215	Philosophical Issues	(3 SHC)
PHI 240	Introduction to Ethics	(3 SHC)

Social/Behavioral Sciences

*Select three courses from the following from at least two different disciplines **(9 SHC):***

ECO 251	Principles of Microeconomics	(3 SHC)
ECO 252	Principles of Macroeconomics	(3 SHC)
HIS 111	World Civilizations I	(3 SHC)
HIS 112	World Civilizations II	(3 SHC)
HIS 131	American History I	(3 SHC)
HIS 132	American History II	(3 SHC)

POL 120	American Government		(3 SHC)
PSY 150	General Psychology		(3 SHC)
SOC 210	Introduction to Sociology		(3 SHC)

Math (3-4 SHC)

Select one course from the following:

MAT 143	Quantitative Literacy		(3 SHC)
MAT 152	Statistical Methods I		(4 SHC)
MAT 171	Pre-calculus Algebra		(4 SHC)

Natural Sciences (4 SHC)

Select 4 SHC from the following course(s):

AST 111	Descriptive Astronomy (3 SHC)	*and*	AST 111A Descriptive Astronomy Lab (1SHC)
AST 151	General Astronomy I (3 SHC)	*and*	AST 151A General Astronomy Lab I (1SHC)
BIO 110	Principles of Biology		(4 SHC)
BIO 111	General Biology I		(4 SHC)
CHM 151	General Chemistry I		(4 SHC)
GEL 111	Introductory Geology		(4 SHC)
PHY 110	Conceptual Physics (3 SHC)	*and*	PHY 110A Conceptual Physics Lab (1 SHC)

ADDITIONAL GENERAL EDUCATION HOURS (13-14 SHC)

An additional 13-14 SHC of courses should be selected from courses classified as general education within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.

Total General Education Hours Required: 45

OTHER REQUIRED HOURS (15 SHC)

Academic Transition (1 SHC)

The following course is required:

ACA 122	College Transfer Success	(1 SHC)

An additional 14 SHC of courses should be selected from courses classified as pre-major, elective or general education courses within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.

One semester hour of credit may be included in a 61 SHC associate in arts program of study. The transfer of this hour is not guaranteed.

Total Semester Hours Credit (SHC) in Program: 60-61*

Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institution.

SBCC and BOG approved 02/21/14; Revised by TAC on 12/02/15; Revised by TAC on 02/22/2019.

Associate in Science (A10400)
Curriculum Standard

Effective Term: Summer 2016

The Associate in Science degree shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit (SHC) of college transfer courses. Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic computer use.

Courses are approved for transfer through the Comprehensive Articulation Agreement (CAA). The CAA enables North Carolina community college graduates of two-year associate in science programs who are admitted to constituent institutions of The University of North Carolina System to transfer with junior status.

Community college graduates must obtain a grade of "C" or better in each course and an overall GPA of at least 2.0 on a 4.1 scale in order to transfer with a junior status. Courses may also transfer through bilateral agreements between institutions.

GENERAL EDUCATION (45 SHC) The general education common course pathway includes study in the areas of English composition; humanities and fine arts; social and behavioral sciences; natural sciences and mathematics.

UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT

(All Universal General Education Transfer Component courses will transfer for equivalency credit.)

English Composition (6 SHC) *The following two English composition courses are required.*

ENG 111	Writing & Inquiry	(3 SHC)
ENG 112	Writing/Research in the Disciplines	(3 SHC)

Select two courses from the following from at least two different disciplines (**6 SHC***)*

Communications

COM 120	Introduction to Interpersonal Communication	(3 SHC) or
COM 231	Public Speaking	(3 SHC)

Humanities/Fine Arts

ART 111	Art Appreciation	(3 SHC)
ART 114	Art History Survey I	(3 SHC)
ART 115	Art History Survey II	(3 SHC)
DRA 111	Theatre Appreciation	(3 SHC)
ENG 231	American Literature I	(3 SHC)
ENG 232	American Literature II	(3 SHC)
ENG 241	British Literature I	(3 SHC)
ENG 242	British Literature II	(3 SHC)
MUS 110	Music Appreciation	(3 SHC)
MUS 112	Introduction to Jazz	(3 SHC)
PHI 215	Philosophical Issues	(3 SHC)
PHI 240	Introduction to Ethics	(3 SHC)

Social/Behavioral Sciences (**6 SHC**)

Select two courses from the following from at least two different disciplines:

ECO 251	Principles of Microeconomics	(3 SHC)
ECO 252	Principles of Macroeconomics	(3 SHC)
HIS 111	World Civilizations I	(3 SHC)
HIS 112	World Civilizations II	(3 SHC)
HIS 131	American History I	(3 SHC)
HIS 132	American History II	(3 SHC)
POL 120	American Government	(3 SHC)
PSY 150	General Psychology	(3 SHC)

SOC 210	Introduction to Sociology	(3 SHC)

Math (8 SHC)

Select two courses from the following:

MAT 171	Precalculus Algebra	(4 SHC)
MAT 172	Pre-calculus Trigonometry	(4 SHC)
MAT 263	Brief Calculus	(4 SHC)
MAT 271	Calculus I	(4 SHC)
MAT 272	Calculus II	(4 SHC)

Natural Sciences (8 SHC)

Select 8 SHC from the following course(s):

AST 151 General Astronomy I (3 SHC)	*and*	AST 151A General Astronomy Lab I (1SHC)
BIO 110 Principles of Biology		(4 SHC)
BIO 111 General Biology I (4 SHC)	*and*	BIO 112 General Biology II (4 SHC)
CHM 151 General Chemistry I (4 SHC)	*and*	CHM 152 General Chemistry II (4 SHC)
GEL 111 Introductory Geology		(4 SHC)
PHY 110 Conceptual Physics (3 SHC)	*and*	PHY 110A Conceptual Physics Lab (1 SHC)
PHY 151 College Physics I (4 SHC)	*and*	PHY 152 College Physics II (4 SHC)
PHY 251 General Physics I (4 SHC)	*and*	PHY 252 General Physics II (4 SHC)

ADDITIONAL GENERAL EDUCATION HOURS (11 SHC)

An additional 11 SHC of courses should be selected from courses classified as general education within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.

Total General Education Hours Required: 45

OTHER REQUIRED HOURS (15 SHC)

Academic Transition (1 SHC)

The following course is required:

ACA 122 College Transfer Success (1 SHC)

An additional 14 SHC of courses should be selected from courses classified as pre-major, elective or general education courses within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.

One semester hour of credit may be included in a 61 SHC associate in science program of study. The transfer of this hour is not guaranteed.

Total Semester Hours Credit (SHC) in Program: 60-61*

Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institution.

SBCC and BOG approved 02/21/14; Revised by TAC on 12/02/15; Revised by TAC on 02/22/2019.

Appendix G

Transfer Course List

The most current Transfer Course List may be found at:

http://www.nccommunitycolleges.edu/academic-programs/college-transferarticulation-agreements/comprehensive-articulation-agreement-caa

Appendix H

Uniform Articulation Agreements

The implementation of the 2014 Comprehensive Articulation Agreement between the North Carolina Community College System and The University of North Carolina System presented motivation for the development of uniform articulation agreements across North Carolina's institutions of public higher education. The purpose of the creation of these agreements was to re-evaluate the needs of students, to improve curriculum, and to commit to improving inter-institutional collaboration in order to put student success first. The following list represents the current uniform articulation agreements.

- Associate in Arts in Teacher Preparation
- Associate in Science in Teacher Preparation
- Associate in Fine Arts in Visual Arts to Bachelor of Fine Arts (AFAVA to BFA)
- Associate in Fine Arts in Theatre to Bachelor of Fine Arts in Theater (AFAT to BFA)
- Associate in Fine Arts in Music to Bachelor of Arts in Music (AFAM to BM)
- Associate in Applied Science (AAS) in Early Childhood Education to Bachelor of Science in Birth through Kindergarten (AASECE to BSBK)
- Associate in Engineering to Bachelor of Science in Engineering (AE to BSE)
- Registered Nurse to Bachelor of Science in Nursing (RN to BSN)

Information about these uniform articulation agreements is located at:

https://www.northcarolina.edu/transfer-student-success/college-transferarticulation-agreements

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

MEETING OF THE BOARD OF GOVERNORS
Committee on Educational Planning, Policies, and Programs
October 19, 2022

AGENDA ITEM

A-8. Proposed Revisions to Section 400.1.5 of the UNC Policy Manual, *Policy on Fostering Undergraduate Student Success* ..... David English

Situation: The *Current Operations Appropriations Act of 2022* directed the University of North Carolina System Office to promulgate guidance to constituent institutions on awarding academic credit for a student's participation in certain internships and other academic programs offered by The Washington Center for Internships and Academic Seminars (Washington Center).

Background: Academic credit for the Washington Center's programs is awarded in one of two ways. First, institutions may develop an agreement directly with the Washington Center which spells out the amount of credit the institution will award for successful completion of a given program. Second, and more commonly, students receive a transcript from Elon University and transfer that credit to their institution.

The draft policy change complies with the legislative mandate by requiring UNC System institutions to either develop an agreement directly with the Washington Center or to accept transfer credit from Elon or a regionally accredited institution that the Washington Center may choose to partner with in the future. Staff has coordinated this approach with both the Washington Center and with the constituent institutions.

Assessment: Staff recommends approval of this policy amendment.

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.

The UNC Policy Manual
400.1.5
Adopted 01/08/93
Amended 09/08/06
Amended 07/01/07
Amended 01/11/13
Amended 01/26/18
Amended 12/17/20
Amended __/__/22

Policy on Fostering Undergraduate Student Success

I. Purpose. The University of North Carolina (UNC) System's policies on student success adopted by the Board of Governors direct constituent institutions to:

A. Set academic progress and degree attainment as primary outcomes;

B. Promote academic quality, rigor, and integrity; and

C. Make possible "seamless" educational opportunities across the UNC System constituent institutions, with the North Carolina Community College System (NCCCS), and early college high schools.

Improving retention, graduation rates, and time to degree are important aspects of such policies. However, the Board of Governors also recognizes that students come into the system from a number of different life circumstances and their paths to success vary accordingly. Policies, therefore, set parameters within which a constituent institution can best meet the needs of these diverse student populations.

II. University-Wide Policies

A. The Board of Governors has adopted the following policies for all institutions comprising the University of North Carolina System except the North Carolina School of Science and Mathematics.[1]

1. Constituent institutions will require no more than 120 semester credit hours for a four-year baccalaureate degree program unless an exception is granted by a board of trustees as described in Section 400.1.5[R] of the UNC Policy Manual.

2. Constituent institutions will follow the credit hour limits for five-year baccalaureate degree programs as described in Section 400.1.5[R] of the UNC Policy Manual.

3. Constituent institutions will develop academic policies within the regulations established by the UNC System on:

a. Satisfactory Academic Progress (SAP)

b. Course Adjustment Periods ("Drop/Add")

c. Course Withdrawal

d. Grade Exclusion or Replacement

e. Minimum, Maximum, and Average Course Load

4. Constituent institutions will establish a student success and support structure to review and to issue regular reports on:

a. Retention, academic progression, graduation, and time to degree;

b. Course scheduling as it relates to whether courses required for graduation are offered on a timely basis and with an adequate number of sections and seats;

c. Course offerings and grade requirements to assess if any undue additions to general education requirements exist or if such requirements unintentionally lengthen time to graduation; and

d. The academic advisement system to ensure students receive appropriate assistance in proceeding toward graduation in a timely manner.

5. Constituent institutions will be compliant with Title IV regulations that define student eligibility for and receipt of federal financial aid.

6. Constituent institutions will be compliant with the Comprehensive Articulation Agreement with the NCCCS and are encouraged to develop policies that promote seamless transfer among schools in the University of North Carolina System.

7. The UNC System Office shall, in consultation with faculty and staff from the constituent institutions, establish and maintain a common course numbering system for undergraduate lower division courses, which shall be mapped to the unique course numbers used at each respective institution of higher education. The president shall approve regulations to describe and implement this common undergraduate course numbering system, which shall be established and operational by the 2022-23 academic year.

~~7.~~8. UNC institutions will either (1) accept for transfer academic credit issued by regionally-accredited institutions for a student's participation in internships and academic programs managed by The Washington Center for Internships and Academic Seminars (TWC), or (2) enter into an agreement with TWC that provides that the UNC institution will issue academic credit for a student's participation in TWC internships and academic programs.

B. These policies are designed to ensure that campus and system-wide policies and practices facilitate behaviors that support retention and timely graduation.

III. Other Matters

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

B. Relation to 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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[1]The North Carolina School of Science and Mathematics shall track data on student attrition, completion rates of its high school curriculum, and high school graduation. See G.S. 116-235.

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

MEETING OF THE BOARD OF GOVERNORS
Committee on Educational Planning, Policies, and Programs
October 19, 2022

AGENDA ITEM

A-9. Proposed Revisions to Section 700.1.3 of the UNC Policy Manual, *Policy on Out-of-State Undergraduate Enrollment* ..... David English

Situation: Section 700.1.3 of the UNC Policy Manual, *Policy on Out-of-State Undergraduate Enrollment*, establishes a cap on the percentage of out-of-state students enrolled in the freshmen class at constituent institutions. The Committee on Educational Planning, Policies, and Programs has discussed and analyzed the current policy at length over several years, focusing on the impacts on students and their families, our institutions' faculty and staff, and enrollment ramifications.

Background: The Board of Governors of the University of North Carolina System originally adopted Section 700.1.3 in 1985, establishing a cap of 18 percent on out-of-state students in the freshmen class. Subsequent modifications to the policy have been made, with the most recent being in 2022. That revision raised the cap from 25 percent to 35 percent for North Carolina Agricultural and Technical State University and North Carolina Central University, and from 25 percent to 50 percent for Elizabeth City State University. The Committee on Educational Planning, Policies, and Programs has previously discussed the implications of the impacts of the demographic shifts on North Carolina applicants coupled with the continued growth of out-of-state applicants, particularly the impact on specific institutions. New resident undergraduate enrollment has stagnated in recent years, with preliminary fall 2022 numbers the lowest since fall 2016. At the same time, demand from non-resident undergraduate students has surged, with enrollment increasing nearly 50 percent in the past two years.

Assessment: The committee will discuss a proposed revision that would raise the cap on out-of-state students in the freshmen class for five institutions in the UNC System. The cap would increase from 18 percent to 25 percent at East Carolina University, the University of North Carolina at Asheville, The University of North Carolina at Greensboro, The University of North Carolina at Pembroke, and Western Carolina University.

Action: This item is for discussion only.

Policy on Non-Resident Undergraduate Enrollment

I. Purpose. To ensure that constituent institutions maintain a level of non-resident undergraduate enrollment consistent with historical University policy and tradition, and one consistent with strong and balanced educational programs, this policy defining non-resident undergraduate student enrollment has been promulgated by the Board of Governors.[1] Each constituent institution has, since 1988, limited the proportion of students classified as a non-resident for tuition purposes[2] in the entering fall first-time undergraduate class.[3]

II. Requirements. Effective with the fall semester 2022, the following caps are established for students classified as non-residents for tuition purposes in the fall first-time undergraduate class. The cap shall be equal to the percentage of the total number of first-time undergraduate students enrolled in the fall of the prior academic year.

A. The cap shall be 18 percent for Appalachian State University, ~~East Carolina University,~~ North Carolina State University at Raleigh, ~~University of North Carolina at Asheville,~~ University of North Carolina at Chapel Hill, University of North Carolina at Charlotte, and ~~University of North Carolina at Greensboro, University of North Carolina at Pembroke,~~ University of North Carolina Wilmington~~., and Western Carolina University.~~

B. The cap shall be 25 percent for East Carolina University, Fayetteville State University, University of North Carolina at Asheville, University of North Carolina at Greensboro, University of North Carolina at Pembroke, Western Carolina University, and Winston-Salem State University.

C. The cap shall be 35 percent for North Carolina Agricultural & Technical State University[4] and North Carolina Central University.

D. The cap shall be 50 percent for Elizabeth City State University.

III. Penalties. Any constituent institution that exceeds their non-resident enrollment cap prescribed in section II, above, for two consecutive fiscal years shall have its State operating budget reduced. This reduction shall be made in the second fiscal year in which the two consecutive fiscal year condition is violated; the reduction shall be made, on a non-recurring basis, immediately after the Board of Governors reviews final fall semester enrollment figures. The budget reduction shall be based on the number of non-resident students for tuition purposes in the entering fall first-time class enrolled in excess of the specified institutional percent limitation and the established method used for calculating the operating requirements for regular term enrollment changes.

IV. Pilot Programs. The Board of Governors may, on the president's recommendation, authorize enrollment pilot programs that are exempt from the requirements of sections II., and III., of this policy.

V. Academic Competitiveness. It is the Board's expectation that institutions will admit only academically well-qualified out-of-state students. In any year in which the average combined SAT score

or ACT composite score for students classified as first-time non-residents for tuition purposes are below that for students classified as first-time residents for tuition purposes, the president shall require a written report from the chancellor.

VI. Other Matters.

A. Effective Date. The requirements of this policy shall be effective as of the 2023~~32~~-24~~3~~ academic year.

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.

*Supersedes Section 700.1.3, originally adopted March 14, 1986, and last amended April 22, 2021.

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[1]The North Carolina School of Science and Mathematics, the constituent high school, may not admit or enroll out-of-state students, and therefore is not subject to this policy G.S. 116-235. The University of North Carolina School of the Arts non-resident enrollment levels shall not exceed 50 percent, per S.L. 1985-479, Sec. 73, and therefore is not subject to this policy.

[2]See G.S. 116-143.1 for the definition of non-resident student for tuition purposes.

[3]As reported by the institution to the UNC System Office and the U.S. Department of Education as defined by the Integrated Postsecondary Education Data System (IPEDS).

[4]Does not include undergraduate engineering students enrolled at North Carolina A&T State University per Board of Governors action, January 11, 2002.

UNC System
Undergraduate Residency Policy

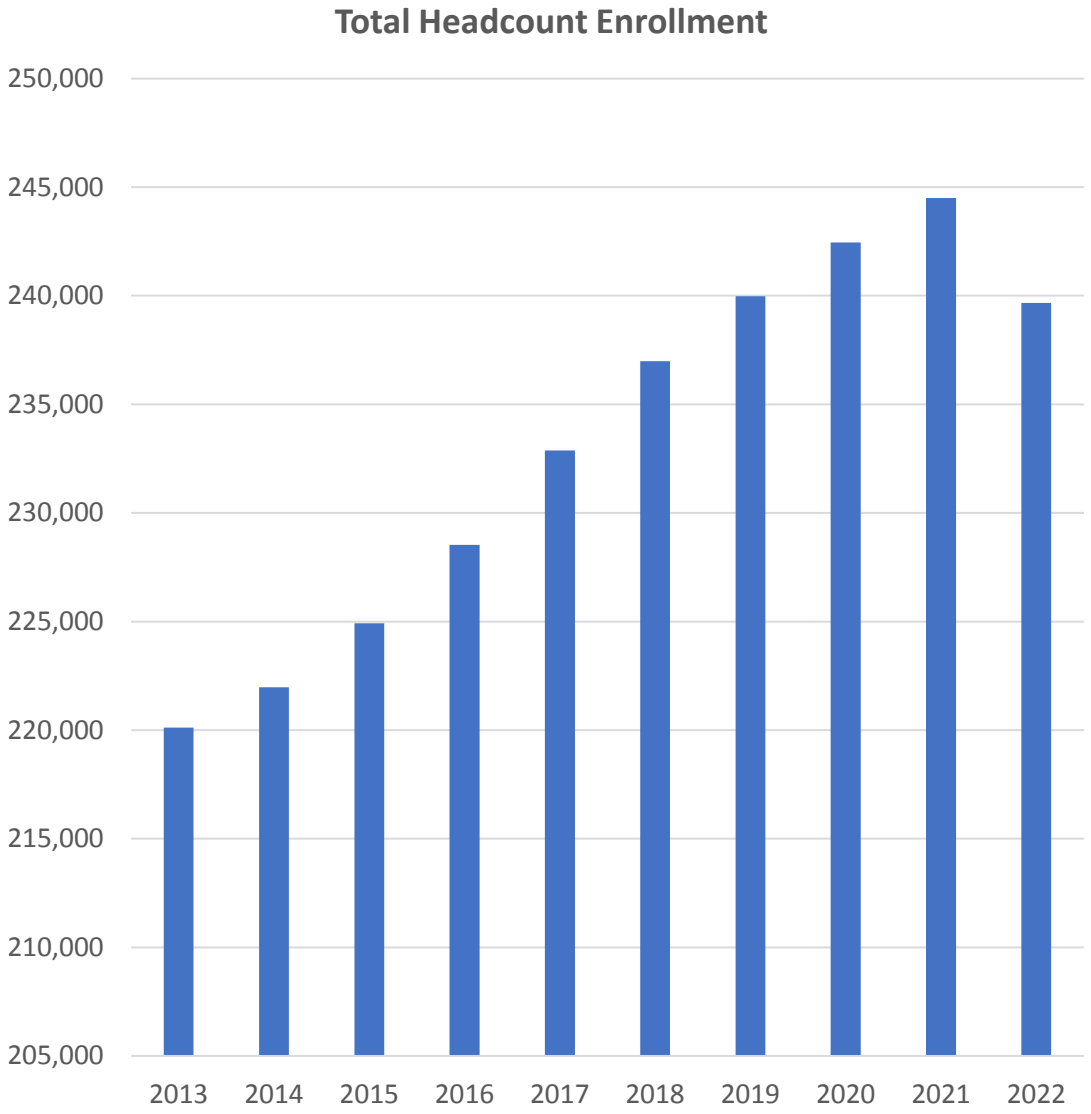
October 19, 2022

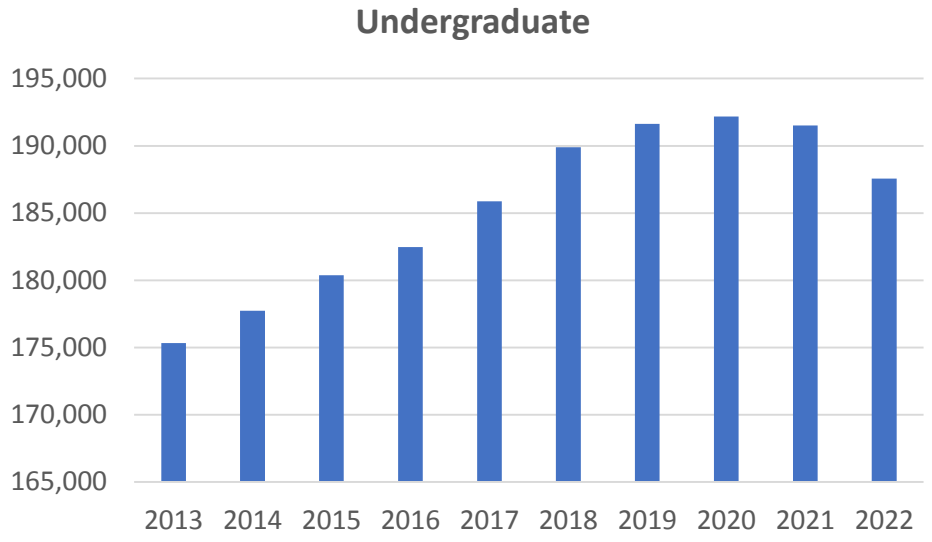
Committee on Educational Planning,
Policies, and Programs

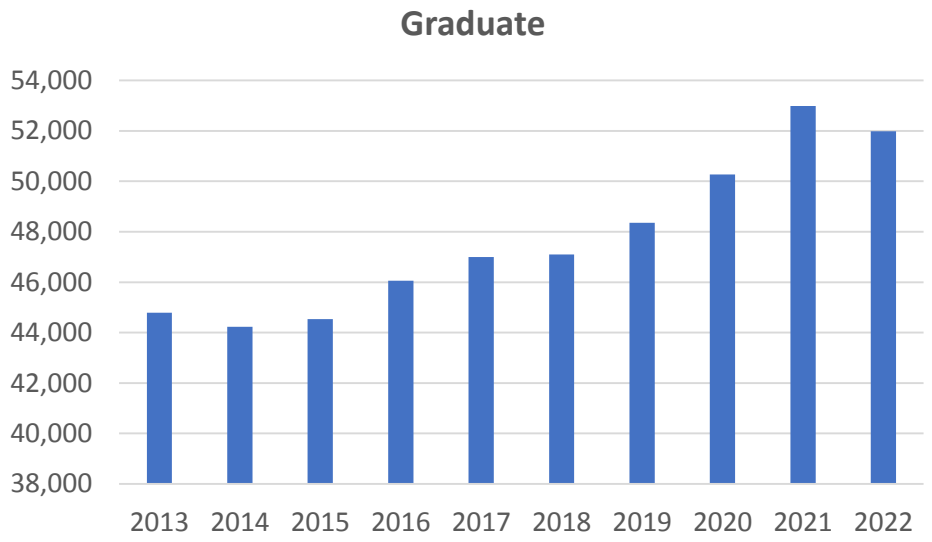
Overview

- Discussion of Fall 2022 preliminary enrollment figures
- Examination of trends by student type
- Review of demographic shifts and enrollment projections
- Impacts of out-of-state students on institutional finances and workforce development
- Discussion of policy options and next steps

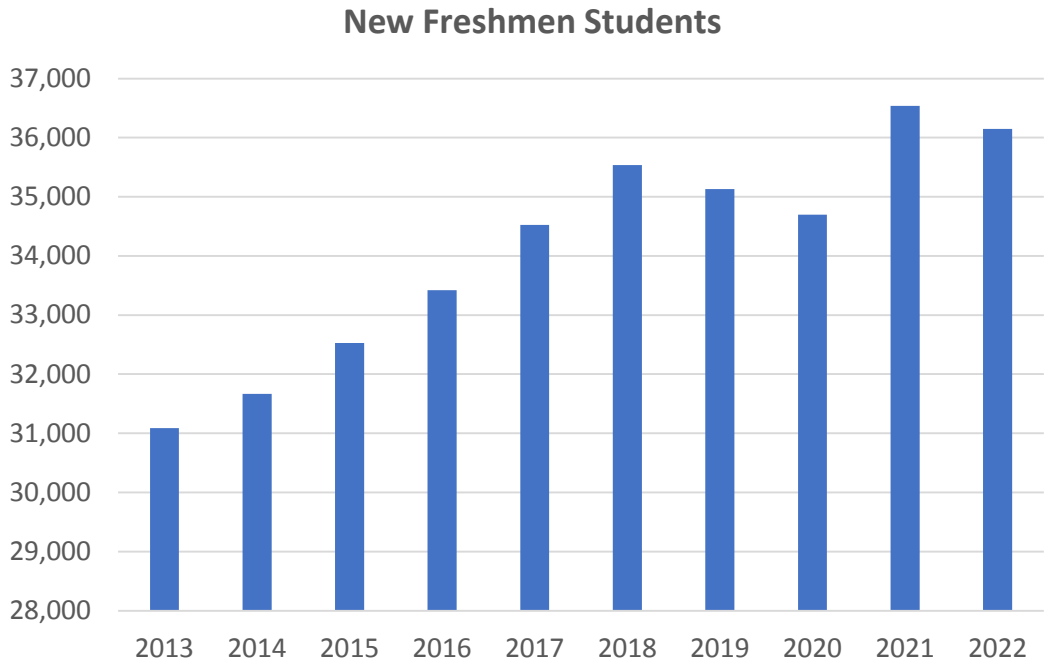
Fall 2022 Enrollment Preview

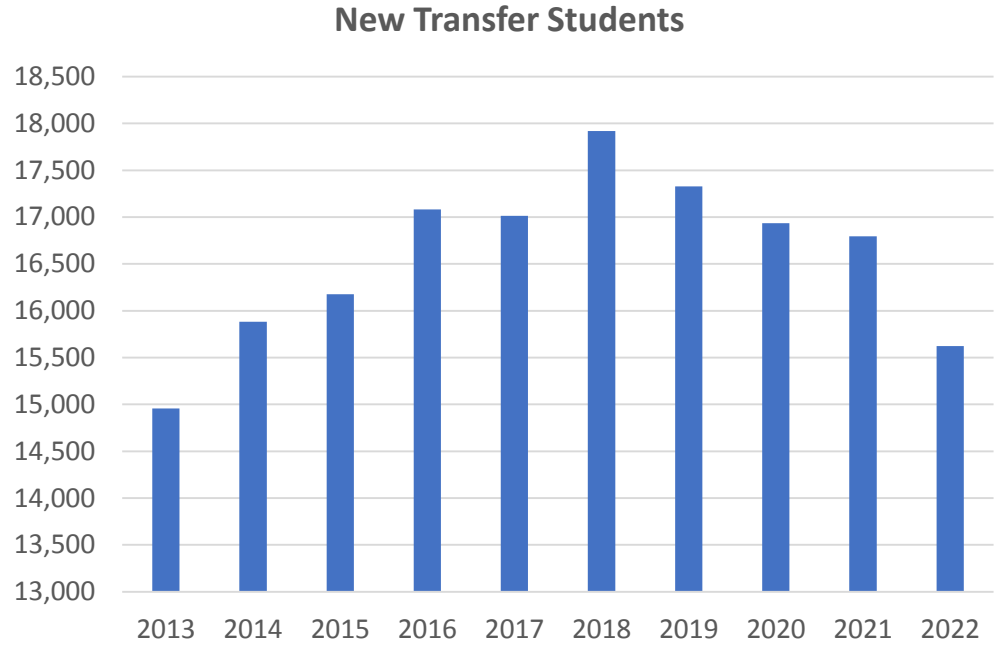






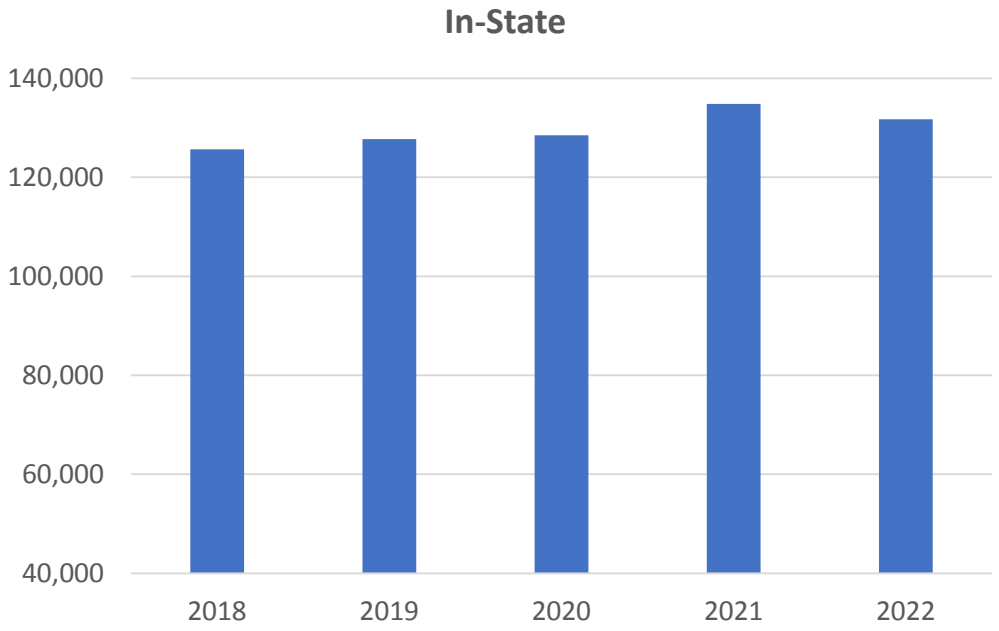
Fall 2022 Enrollment Preview

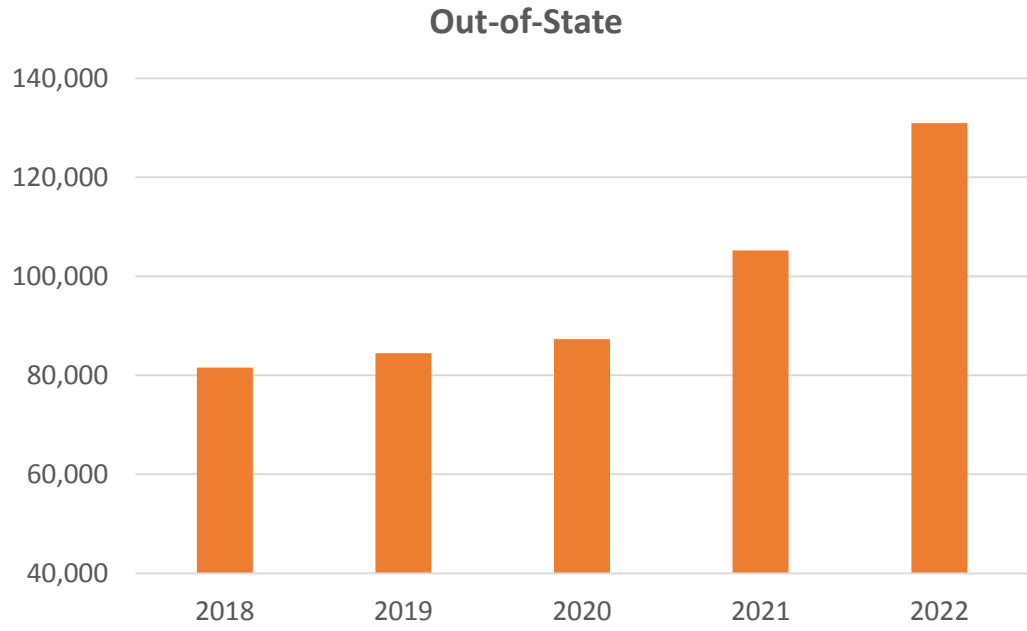




- The total number of new first-time freshmen has flattened in recent years
- The total number of new transfer students has declined for four straight years, and reached its lowest level since 2013

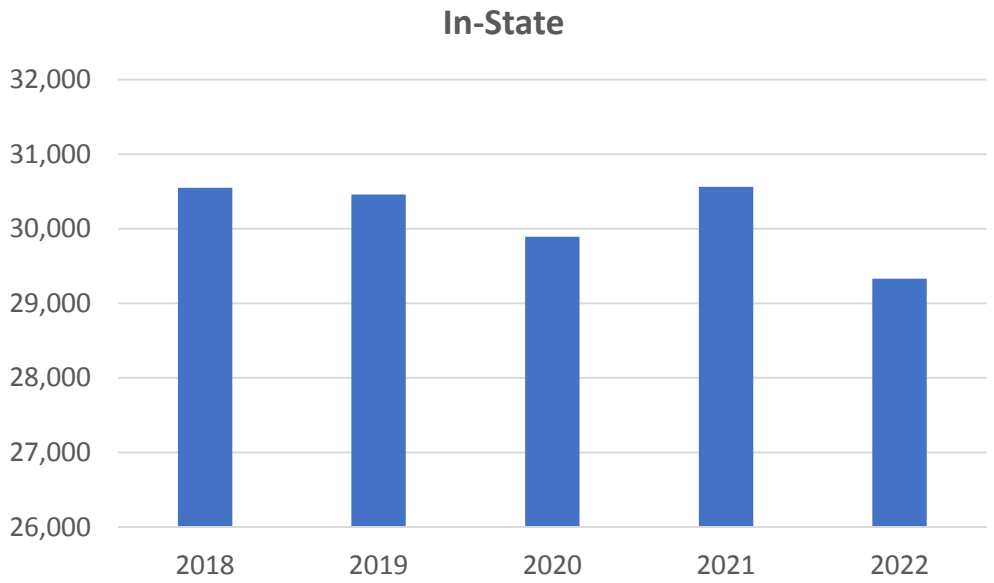
New Freshmen Applications

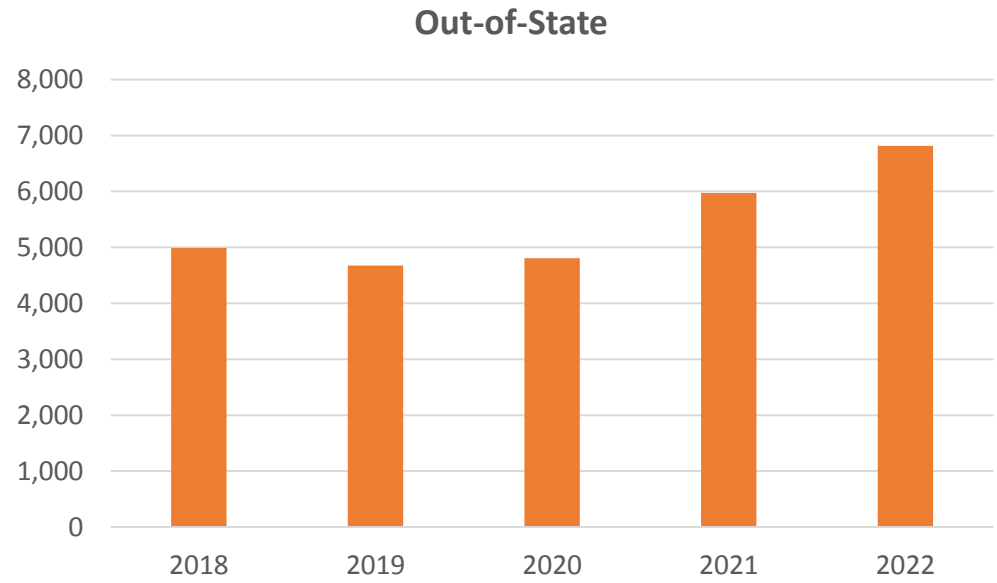




- We saw on the previous slide that new freshmen enrollment has been stagnant for the past four years
- That is largely due to rising in-state student numbers propping up falling out-of-state student numbers
- While in-state applications have largely stagnated, out-of-state applications have increased dramatically
- In-state and out-of-state applicants are now nearly equal at roughly 131,000

New Freshmen Enrollment





- While in-state freshmen enrollment has declined, out-of-state enrollment has grown consistently
- Total out-of-state enrollment is up nearly 46% since 2019

Demographic Trends and Projections

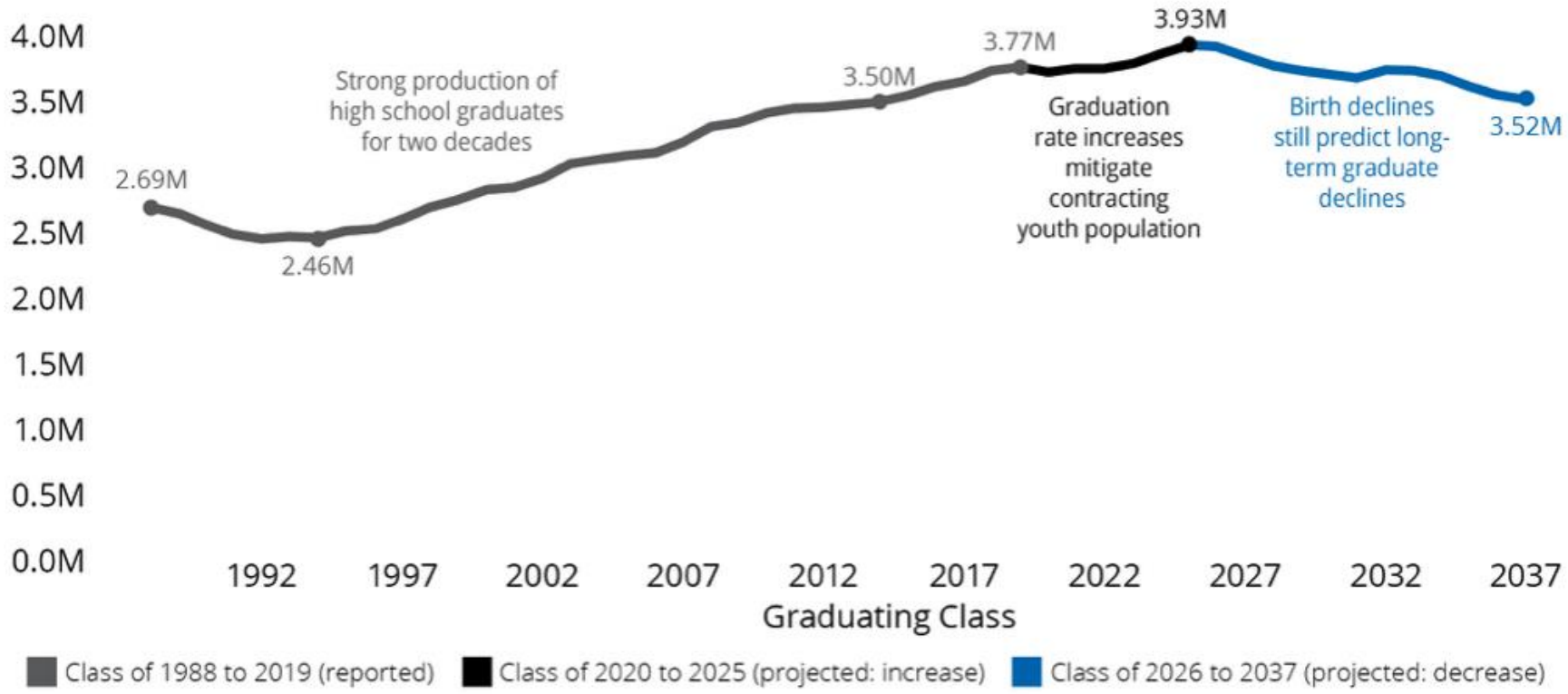
- UNC System enrollment has been supported by a rapidly expanding base of North Carolina high school graduates over the past decade

- Demographic projections indicate declining from a national high of 3.93 million in 2025 to 3.52 million in 2037

- North Carolina is projected to avoid the worst of the decline, but high school graduations will stagnate, ending nearly two decades of consistent growth

NC High School Graduates (Forecast)

Figure 1. Slowing Growth in Number of U.S. High School Graduates, then Decline (U.S. Total High School Graduates)

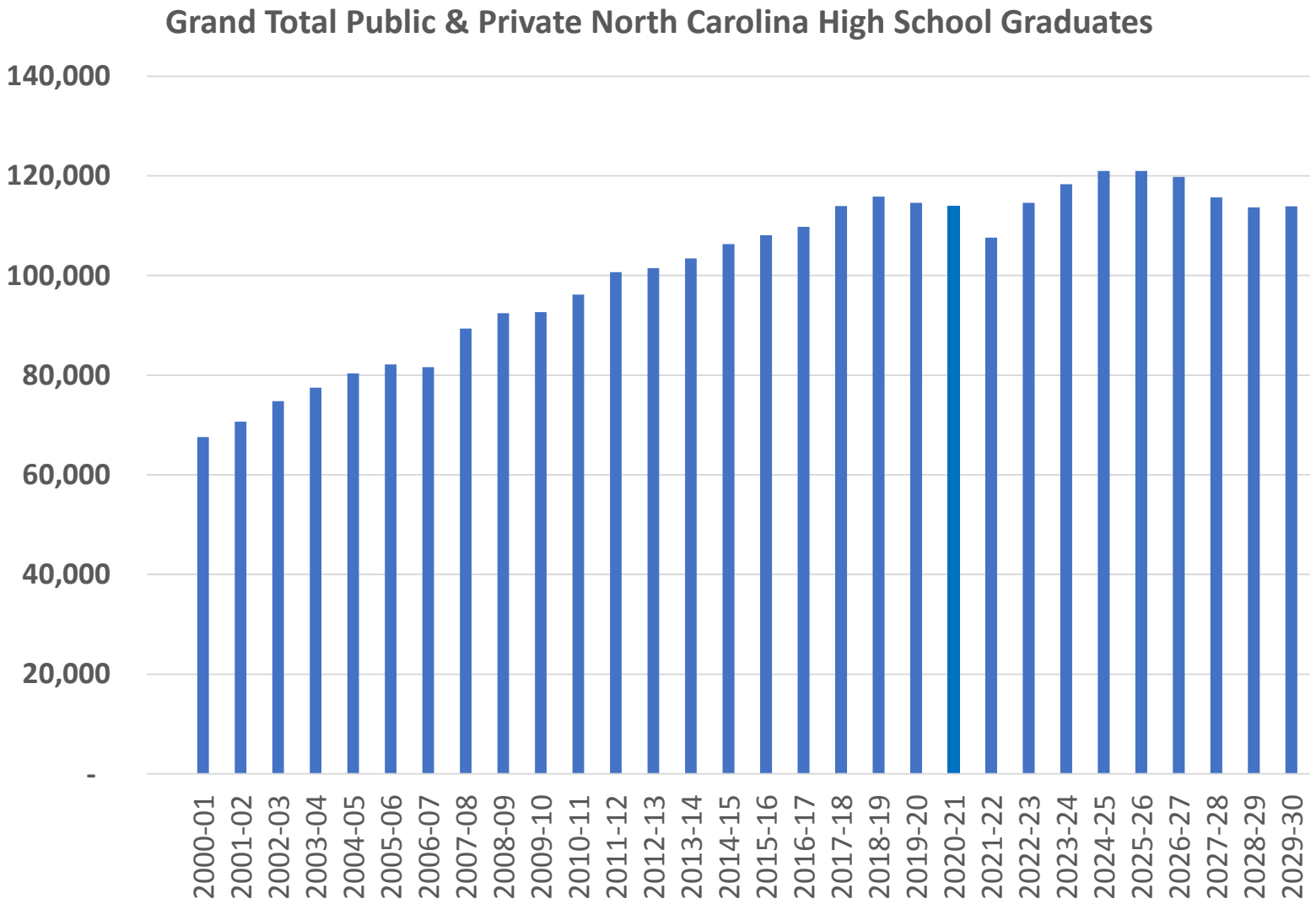


Source: Western Interstate Commission for Higher Education, Knocking at the College Door, 10th edition, 2020. See Technical Appendix for detailed sources of data through the Class of 2019; WICHE projections, Class of 2020 through 2037. (View states or regions)

The pool of national high school is projected to decline by roughly 10% between 2025 and 2037

WICHE Data, Knocking at the College Door 10th Edition

NC High School Graduates (Forecast)



The pool of North Carolina High School graduates is essentially flat, with the projection for 2030 graduates equal to 2019 graduates

Note: 2021-22 drop is partially the result of a change in the cutoff date for new kindergarten students from 10/16 to 08/31 in the 2009-10 academic year

WICHE Data, Knocking at the College Door 10th Edition

Financial Implications

- The new enrollment funding model provides no state support for non-resident students

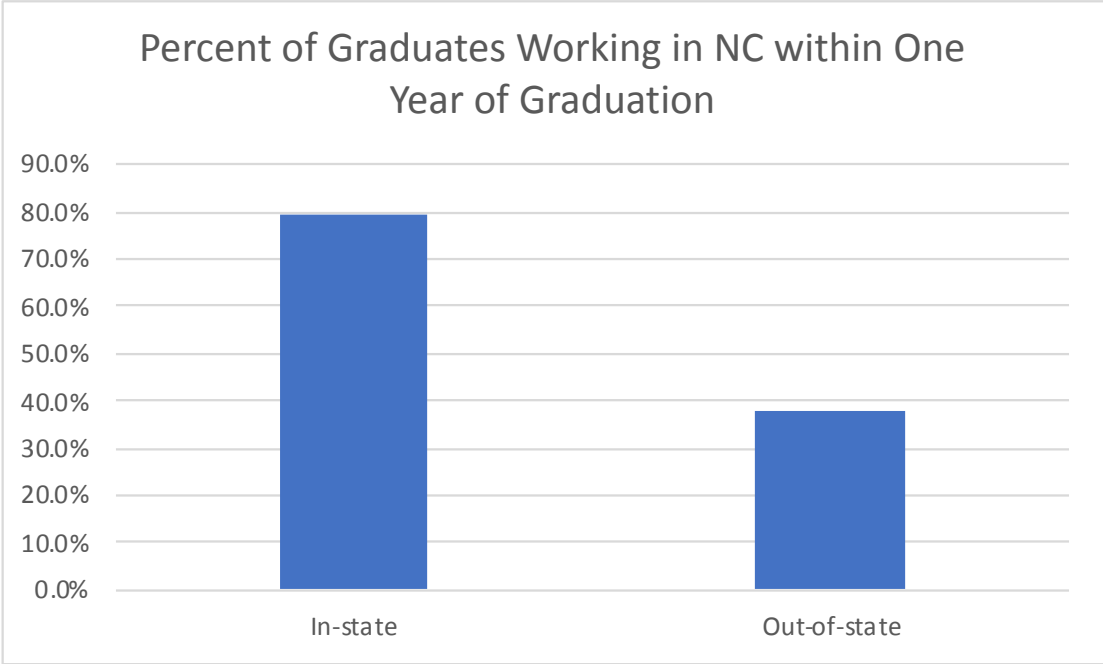
- Institutions collect tuition for non-resident students, but not state appropriation

- Auxiliary finances are residency agnostic – there is no difference in fees paid depending on if the student is in-state or out-of-state

Impact on NC Economy

- Just over one-third of non-resident undergraduate students are working in NC within one year of graduating

- This represents just over 1,000 new college graduates per year participating in the workforce at no direct cost to taxpayers



Labor & Economic Analysis Division of NC Dept of Commerce using data from the Common Follow-up System, December 2021

Key Principles and Policy Considerations

- Ensure qualified NC residents have access to UNC institutions
- Enhance academic quality
- Support and strengthen fiscal position of institutions via stable enrollment
- Advance economic development for NC

Policy Discussion

- Policy was revised to increase cap for Elizabeth City State Universities, Fayetteville State University, North Carolina A&T State University, North Carolina Central University, and Winston-Salem State University in prior years

- Propose moving East Carolina University, UNC Asheville, UNC Greensboro, UNC Pembroke, and Western Carolina University from 18% to 25% cap

- These five institutions have exhibited declining in-state freshmen enrollments, and have largely exhausted in-state student demands

Proposed Non-Resident Cap Tiers

18% Cap	25% Cap	35% Cap	50% Cap
• Appalachian State University • North Carolina State University • University of North Carolina at Chapel Hill • University of North Carolina at Charlotte • University of North Carolina Wilmington	• ***East Carolina University*** • Fayetteville State University • ***University of North Carolina at Asheville*** • **University of North Carolina at Greensboro** • **University of North Carolina at Pembroke** • **Western Carolina University** • Winston-Salem State University	• North Carolina A&T State University • North Carolina Central University	• Elizabeth City State University • University of North Carolina School of the Arts *(Legislative Cap)*

QUESTIONS?