



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

November 16, 2022 at 1 p.m.
Via Videoconference and PBS North Carolina Livestream
East Carolina University
Main Campus Student Center, Ballroom A
Greenville, NC

AGENDA

OPEN SESSION

- A-1. Approval of the Minutes of October 19, 2022.....Temple Sloan
- A-2. Academic Affairs Update David English
- A-3. UNC System Fall 2022 Enrollment Report David English
- A-4. Licensure and State Authorization Review Daniel Harrison
- A-5. Discussion of Revision to Section 700.1.1 of the UNC Policy Manual,
*Policy on Minimum Eligibility Requirements for Undergraduate
Admission to the University of North Carolina System* Bethany Meighan
- A-6. Proposed Revision to Section 700.10.1 of the UNC Policy Manual,
*Policy on Awarding Undergraduate Credit on the Basis of Advanced
Course Examination Scores* Daniel Harrison
- A-7. Actions Taken Pursuant to Section 700.1.3 of the UNC Policy Manual,
Policy on Out-of-State Undergraduate Enrollment..... David English
- A-8. Proposed Revision to Section 700.1.3 of the UNC Policy Manual,
Policy on Non-Resident Undergraduate Enrollment David English

CLOSED SESSION

- A-9. 2022 Governor Holshouser Award Nominees and RecommendationTemple Sloan

OPEN SESSION

- A-10. Adjourn



MEETING OF THE BOARD OF GOVERNORS
Committee on Educational Planning, Policies, and Programs
November 16, 2022

Closed Session Motion

Motion to go into closed session to:

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

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



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

DRAFT MINUTES OPEN SESSION

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, 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, constituting a quorum, were present either in person or via videoconference: 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 10:30 a.m. on October 19, 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 September 21, 2022.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the minutes of September 21, 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. UNC System Literacy Instruction Update (Item A-3)

The Board's Resolution on Teacher Preparation (2020) called on the UNC System Office to improve educator preparation in early literacy across the UNC System. In 2021, a presentation was provided to outline plans for improvement. The committee heard a progress report on the integration of the UNC System Literacy Framework, the Literacy Innovation Leaders Initiative, and preliminary outcomes of these efforts.

4. Education Preparation Report (Item A-4)

The Board is required to provide an annual report to the legislature on educator preparation efforts within the University of North Carolina System. The report includes information about educator preparation and recruitment, initiatives to improve educator quality, student success measures, and strategic research and related efforts. Report was submitted to the committee, reviewed and discussed.

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

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

- North Carolina Agricultural and Technical State University - Master of Science in Physician Assistant Studies
- University of North Carolina Wilmington - Master of Science in Supply Chain Management

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: Kirk Bradley

Motion carried

6. Comprehensive Articulation Agreement Annual Report (Item A-6)

The University of North Carolina System and the North Carolina Community College System (NCCCS) are required to conduct 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.

Chair Sloan called for a motion to approve the report.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the Comprehensive Articulation Agreement Annual Report and submit to the full Board through the consent agenda.

Motion: Kirk Bradley

Motion carried

7. Revisions to the Comprehensive Articulation Agreement (Item A-7)

Periodically, technical revisions to the Comprehensive Articulation Agreement (CAA) are required and recommended by the Transfer Advisory Committee (TAC). The Proposed revisions were presented to the committee.

Chair Sloan called for a motion to approve the technical revisions to the Comprehensive Articulation Agreement

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the revisions to the Comprehensive Articulation Agreement and recommend approval to the full Board for a vote through the consent agenda.

Motion: Art Pope

Motion carried

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

The legislature directed the UNC 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. The 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 from a regionally accredited institution that The Washington Center chooses to partner with.

Chair Sloan called for a motion to approve the proposed revision to the Section 400.1.5 of the UNC Policy Manual and recommend approval to the Board through the consent agenda at the next meeting.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the proposed revision to the Section 400.1.5 of the UNC Policy Manual and recommend approval to the full Board through the consent agenda at the next meeting.

Motion: Anna Nelson

Motion carried

9. Proposed Revision to Section 700.1.3 of the UNC Policy Manual, *Policy on Out-of-State Undergraduate Enrollment* (Item A-9)

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 first-year class at constituent institutions. The committee 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. The discussion covered potential revisions based on current enrollment within the UNC System and on the committee's and

UNC System Office reviews. The agreement among the committee was with additional research and data, the topic will continue to be discussed.

There being no further business and without objection, the meeting adjourned 11:59 a.m.

Anna Nelson, Secretary



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.

AGENDA ITEM

A-3. UNC System Fall Enrollment Report..... David English

Situation: A primary responsibility of the Board of Governors of the University of North Carolina System is to “...foster the development of a well-planned and coordinated system of higher education.” One of the key activities the Board oversees in executing this responsibility is periodically evaluating enrollment trends. The 2022 Fall Enrollment Report provides an overview of trends and statistics for the current academic term.

Background: Student enrollment is a key metric for evaluating institutional health and stability. As enrollment funding represents one of the largest financial components of institutional budgets, significant shifts in growth or decline can have a substantial financial impact. National data indicates that student enrollment is flat or declining in colleges and universities, as was the case for the UNC System for fall 2022. The 2022 Fall Enrollment Report also provides information related to monitoring Board policy items, including non-resident enrollment levels.

Assessment: The 2022 Fall Enrollment Report is provided for review and discussion.

Action: This item is for discussion only.



THE UNIVERSITY OF NORTH CAROLINA SYSTEM

2022 UNC Fall Enrollment Report

November 16, 2022

University of North Carolina System
Chapel Hill, North Carolina

2022 UNC Fall Enrollment Report

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2022 UNC Fall Enrollment Report

Introduction and Summary

When the University of North Carolina System (UNC System) was redesignated in 1972 to include all 16 public four-year institutions of higher education, one of the primary responsibilities given to the Board of Governors of the University of North Carolina System was to “...foster the development of a well-planned and coordinated system of higher education.” One of the key activities the Board oversees in executing this responsibility is periodically evaluating enrollment trends and making projections about the future. The fall 2022 Enrollment Report presents the trends in enrollment across the 16 constituent universities of the UNC System.

- **Overall Enrollment.** The fall 2022 total UNC System headcount enrollment was 239,663 students, a decrease of 4,837 students (-1.98 percent) from the previous fall and the lowest total enrollment since fall 2018. Twelve institutions saw their total student headcount decrease, and four saw their headcount increase.
- **New Student Enrollment.** New first-time freshman enrollment decreased by 390 (-1.07 percent). New graduate student enrollment decreased by 1,425 (-7.84 percent). New transfer student enrollment declined for the fourth straight year and reached its lowest level since 2013.
- **Enrollment by Race/Ethnicity.** Underrepresented minority student enrollment increased as a percent of total student enrollment for the tenth consecutive year. One out of every three students in the UNC System are classified as an underrepresented minority student.
- **Resident/Non-Resident First-Time Freshmen.** The UNC System continued to see significant enrollment demand from first-time freshmen outside North Carolina. The percentage of out-of-state first-time freshmen increased from 15.9 percent in 2021 to 18.4 percent in 2022. This represents a significant one-year increase, and the 2022 percentage is the highest in the past ten years.
- **Demographic Trends.** External projections anticipated a significant dip in North Carolina high school graduates in 2022 and significant national declines over the next decade.

Interactive Data Dashboards

The UNC System Data Dashboards are interactive reports sourced from an online database that provide students, parents, policymakers, and taxpayers expanded access to detailed System data on selected core measures. This fall enrollment report is intended to provide an overview of key trends and data points; for additional detailed and customizable information, please visit the interactive data dashboards linked below.

- **Enrollment**
Explore enrollment trends across the UNC System; learn more about who our students are and where they come from.
- **Transfer Students**
Examine trends in transfer student enrollment, first-year performance, and graduation rates.
- **Enrollment**
Students, parents, schools, and school district officials can see admissions and performance information about high school graduates pursuing degrees at all the universities. This includes graduation rate information, peer comparisons, and more.

2022 UNC Fall Enrollment Report

- **Degrees**

With over 200 academic programs across our institutions, UNC System students earn degrees in a variety of critical fields. Learn more about degrees awarded over the past 10 years, and sort the data by level of degree, field of study, and demographics.

Overall Fall 2022 Enrollment

For the first time in nine years, the UNC System saw a decrease in student enrollment. The total headcount for fall 2022 was 239,663, a decrease of 4,837 students, or -1.98 percent over fall 2021. At the undergraduate level, UNC System enrollment decreased by 3,834 students (-2 percent) from 2021 to 2022. Graduate enrollment saw a similar decline with a fall 2022 graduate enrollment of 51,987, which was a decrease of 1,003 students or -1.89 percent over the prior year.

Enrollment figures have also varied by individual UNC System constituent institution. Between fall 2021 and fall 2022, 12 institutions decreased and four increased in total enrollment. Figure 1 and Tables 1 and 2 provide additional information on overall fall enrollment data.

Figure 1: UNC System Fall Headcount Enrollment, 2013-2022

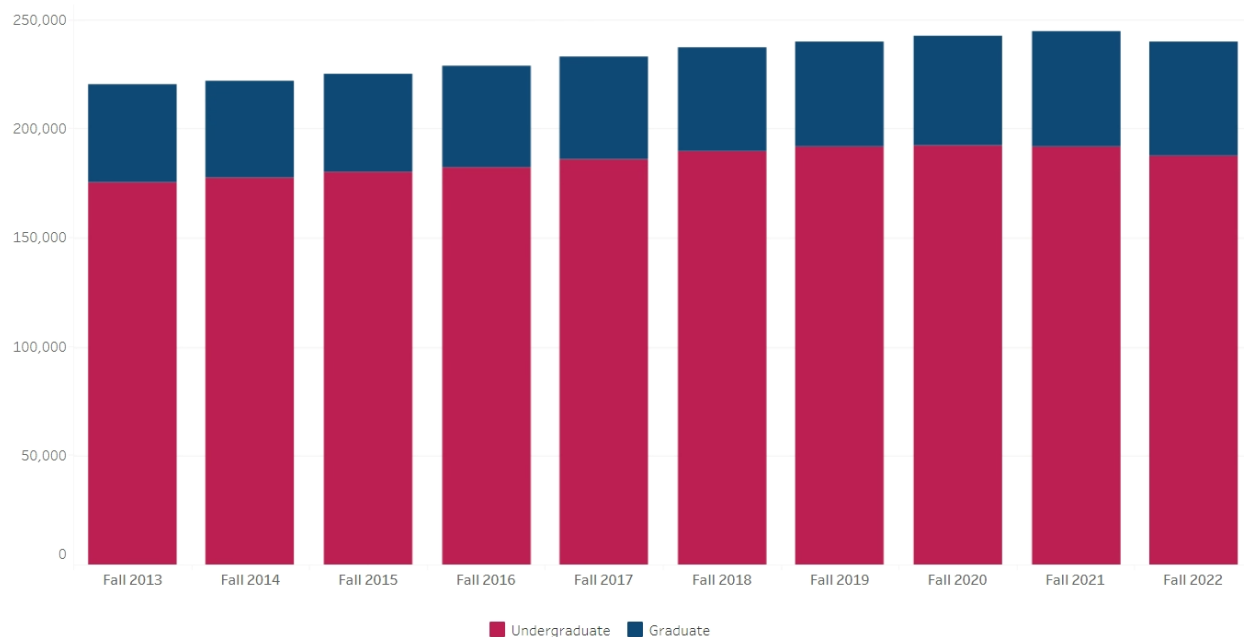


Table 1: UNC System Fall Headcount Enrollment, 2013-2022

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Undergraduate	175,328	177,744	180,376	182,465	185,880	189,890	191,632	192,170	191,510	187,676
Graduate	44,793	44,224	44,539	46,062	46,992	47,103	48,349	50,276	52,990	51,987
Total	220,121	221,968	224,915	228,527	232,872	236,993	239,981	242,446	244,500	239,663

2022 UNC Fall Enrollment Report

Table 2: UNC Institutions' Total Fall Headcount Enrollment, 2013-2022

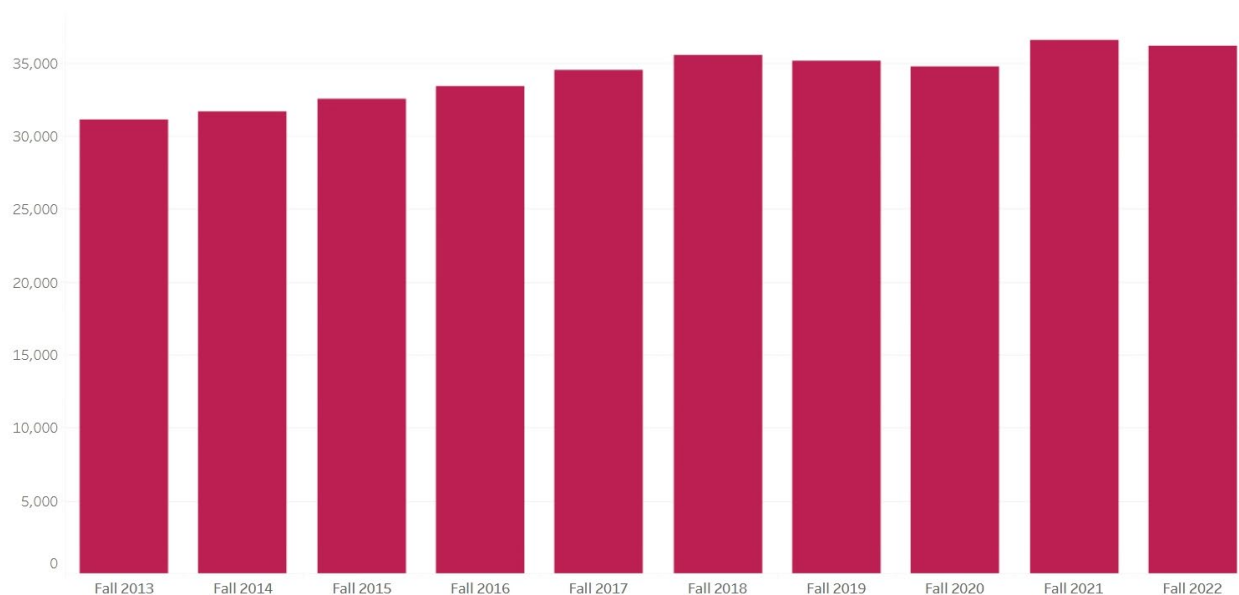
Institution	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
UNC System	220,121	221,968	224,915	228,527	232,872	236,993	239,981	242,446	244,500	239,663
ASU	17,838	18,026	17,932	18,295	18,811	19,108	19,280	20,023	20,641	20,436
ECU	26,887	27,511	28,289	28,962	29,131	28,718	28,651	28,798	28,021	27,151
ECSU	2,421	1,867	1,585	1,357	1,411	1,677	1,769	2,002	2,054	2,149
FSU	6,179	5,899	6,104	6,223	6,226	6,318	6,551	6,726	6,748	6,787
NCA&T	10,561	10,725	10,852	11,177	11,877	12,142	12,556	12,753	13,322	13,487
NCCU	8,093	7,687	8,011	8,094	8,097	8,207	8,011	8,078	7,953	7,553
NC State	34,009	33,989	34,015	33,755	34,432	35,479	36,304	36,042	36,831	36,700
UNCA	3,784	3,845	3,891	3,821	3,852	3,762	3,600	3,363	3,233	2,914
UNC-CH	29,127	29,135	29,084	29,468	29,911	30,011	29,877	30,092	31,641	31,705
UNCC	26,571	27,238	27,983	28,721	29,317	29,710	29,615	30,146	30,448	29,551
UNCG	18,074	18,647	19,393	19,647	19,922	20,106	20,196	19,764	19,038	17,978
UNCP	6,222	6,269	6,441	6,268	6,252	7,137	7,698	8,262	8,318	7,666
UNCW	13,937	14,570	14,918	15,740	16,487	16,747	17,499	17,915	18,030	17,843
UNCSA	912	958	970	1,043	1,014	1,042	1,086	1,070	1,119	1,104
WCU	10,107	10,382	10,340	10,805	11,034	11,639	12,167	12,243	11,877	11,635
WSSU	5,399	5,220	5,107	5,151	5,098	5,190	5,121	5,169	5,226	5,004

Fall 2022 New Student Enrollment

In addition to tracking overall enrollment, analyzing new student enrollment levels can provide an early look at emerging trends. Three categories of new student enrollment are analyzed: new first-time freshmen; new undergraduate transfer; and new graduate students. Fall 2022 enrollment for each of these three categories decreased compared to fall 2021. Figures 2-4 and Tables 3-5 provide additional information on how enrollment counts compare to the previous nine years.

New first-time freshman enrollment declined slightly compared to fall 2021. However, the incoming class of 36,145 is still the second largest entering freshman class in UNC System's history, only trailing 2021's record-breaking year. Enrollment patterns differed dramatically for new in-state freshmen and new out-of-state freshmen. Between fall 2021 and fall 2022, new in-state freshmen declined by 4 percent (1,229 students), but this decline was partially offset by a 14 percent (839 students) increase in the enrollment of out-of-state freshmen.

Figure 2: UNC System New First-Time Freshmen Enrollment, Fall 2013-Fall 2022



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Table 3: UNC System New First-Time Freshmen Enrollment, Fall 2013-Fall 2022

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
31,086	31,668	32,525	33,420	34,522	35,537	35,133	34,700	36,535	36,145

New transfer student enrollment declined for the fourth consecutive year and dropped to the lowest level since fall 2013. This mirrors trends in enrollment at the community college level in North Carolina and nationally. Additional information on transfer student enrollment and initiatives between the North Carolina Community College System (NCCCS) and the UNC System can be found in the annual [Review of the Comprehensive Articulation Agreement](#) report. This report was submitted to the Joint Legislative Education Oversight Committee, the Senate Appropriations Committee on Education/Higher Education, and the House Appropriations Subcommittee on Education by the State Board of Community Colleges and the Board of Governors of the University of North Carolina System on Oct. 19, 2022.

Figure 3: UNC System New Undergraduate Transfer Enrollment, Fall 2013-Fall 2022

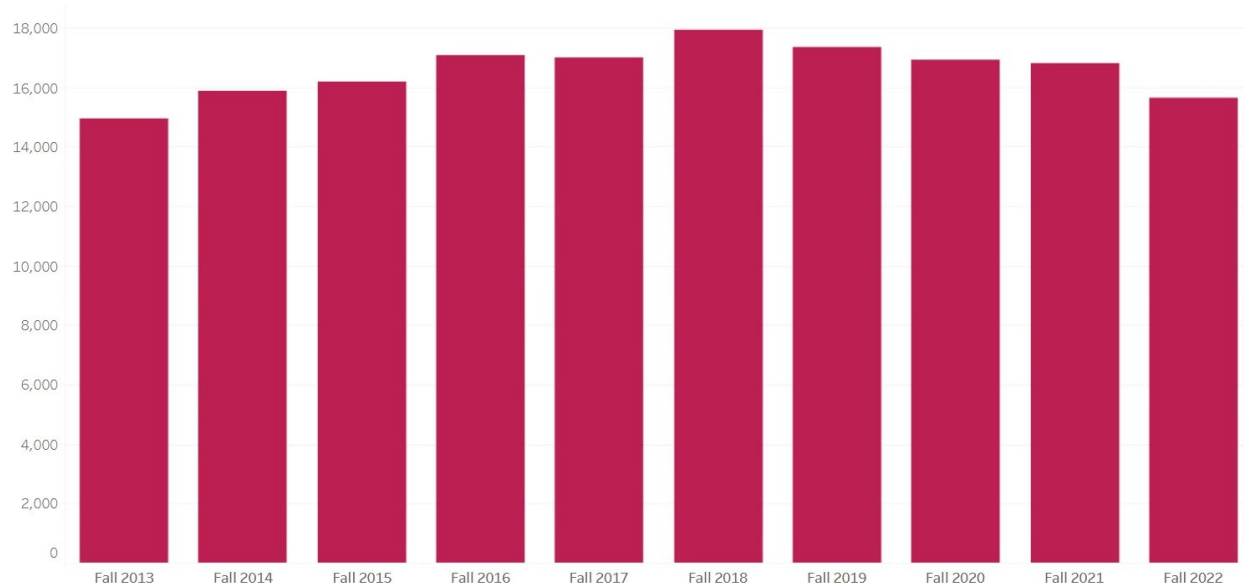


Table 4: UNC System New Undergraduate Transfer Enrollment, Fall 2013-Fall 2022

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
14,955	15,884	16,176	17,080	17,014	17,919	17,329	16,934	16,795	15,623

After eight years of strong growth, new graduate student enrollment declined for the first time since 2013. In fall 2022, 16,748 new students enrolled in graduate programs, a count similar to that seen three years ago.

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Figure 4: UNC System New Graduate Student Enrollment, Fall 2013-Fall 2022

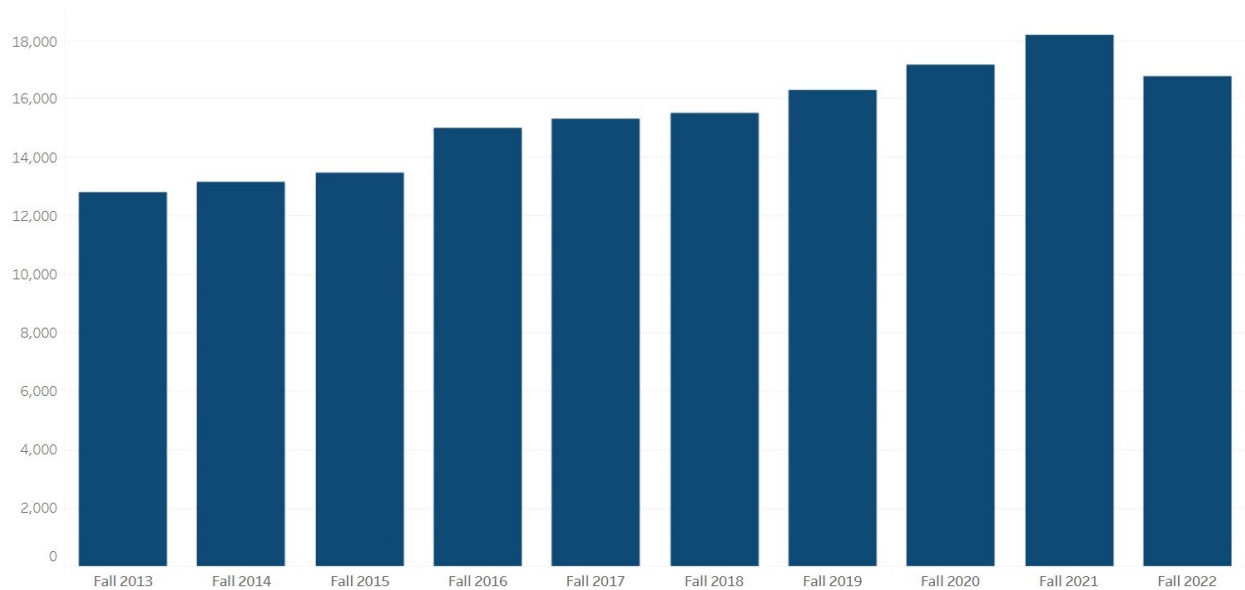


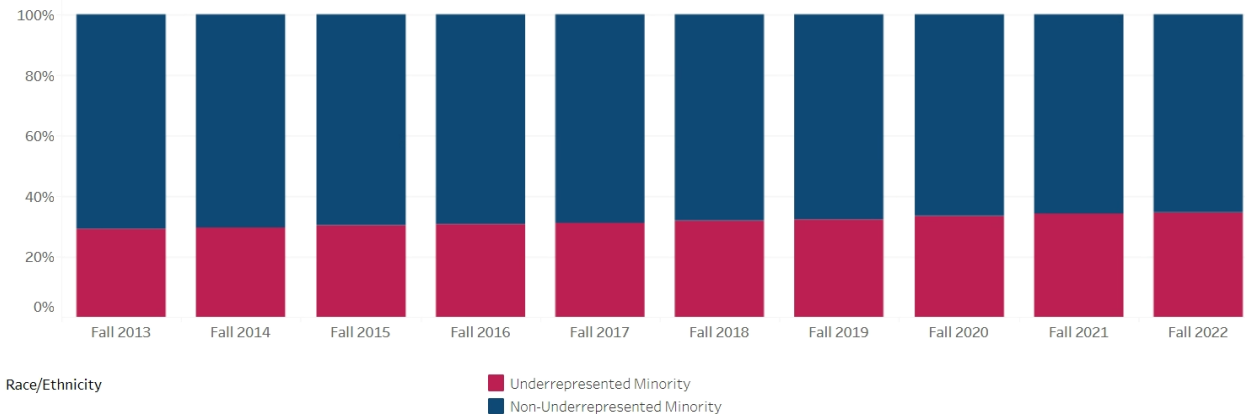
Table 5: UNC System New Graduate Student Enrollment, Fall 2013-Fall 2022

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
12,816	13,162	13,449	14,987	15,307	15,490	16,309	17,165	18,173	16,748

Enrollment by Race/Ethnicity

The UNC System has seen slow but consistent growth in the percentage of students enrolled from underrepresented minority groups. Between the fall of 2013 and the fall of 2022, the percentage of students enrolled in the UNC System from an underrepresented minority group (American Indian or Alaska Native; Black or African American; Hispanic or Latino; or two or more races) increased from 29.1 percent to 34.7 percent. The largest increase was for individuals who identify as Hispanic or Latino, who increased from 4.7 percent to 8.7 percent during that time.

Figure 5: Total Enrollment by Race/Ethnicity



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Table 6: Total Student Enrollment by Race/Ethnicity

		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Underrepresented Minority	American Indian or Alaska Native	0.9%	0.9%	0.9%	0.9%	0.9%	0.9%	0.9%	0.9%	0.8%	0.8%
	Black or African American	20.8%	20.5%	20.5%	20.3%	20.3%	20.3%	20.3%	20.6%	20.9%	21.0%
	Hispanic or Latino	4.7%	5.2%	5.6%	5.9%	6.3%	6.8%	7.3%	7.9%	8.3%	8.7%
	Two or More Races	2.7%	3.1%	3.3%	3.6%	3.8%	3.9%	4.0%	4.2%	4.2%	4.3%
	Total	29.1%	29.6%	30.4%	30.6%	31.3%	31.9%	32.5%	33.6%	34.2%	34.7%
Non-Underrepresented Minority	Asian	3.5%	3.7%	3.8%	4.0%	4.2%	4.4%	4.5%	4.7%	4.9%	5.2%
	Native Hawaiian or Other Pacific Islander	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
	White	60.6%	59.7%	58.6%	58.2%	57.1%	56.3%	55.8%	55.4%	54.5%	53.3%
	Race/Ethnicity Unknown	2.8%	2.7%	2.7%	2.8%	3.0%	3.1%	2.9%	2.7%	2.4%	2.2%
	U.S. Nonresident	3.9%	4.2%	4.3%	4.3%	4.4%	4.3%	4.3%	3.5%	3.9%	4.5%
	Total	70.9%	70.4%	69.6%	69.4%	68.7%	68.1%	67.5%	66.4%	65.8%	65.3%

First-Time Freshmen Student Residency

The UNC System saw significant enrollment demand from first-time freshmen outside North Carolina for the fall of 2022, demand that far exceeded capacity for out-of-state freshmen. As mentioned above, enrollment of new in-state freshmen declined in fall 2022, but that decline was partially offset by an increase in new out-of-state freshmen enrollment. Section 700.1.3 of the UNC Policy Manual, *Policy on Out-of-State Undergraduate Enrollment*, outlines caps set by the Board on the percentage of non-resident students enrolled at each institution as first-time freshmen. As of a 2022 policy change, the out-of-state caps are calculated as a percentage of the previous year's first-time freshman cohort. The caps were 50 percent for Elizabeth State University, 35 percent for Fayetteville State University and Winston-Salem State University, 25 percent for North Carolina Central University and North Carolina Agricultural and Technical State University, and 18 percent for the rest of the institutions (University of North Carolina School of the Arts is exempted from the Policy). For the fall of 2022, four institutions exceeded their specified cap on non-resident enrollment, as outlined in Table 7.

Table 7: New Freshmen Enrollment by Residency

	Fall 2021 Census Enrollment			Fall 2022 Census Enrollment			Fall 2022 Out-of-State Enrollment Cap based on Fall 2021 Cohort				
	In-State	Out-of-State	Total	In-State	Out-of-State	Total	Allowable Percentage	Actual Percentage	Allowable Enrollment	Actual Enrollment	Enrollment Exceeding Cap
ASU	3,661	438	4,099	3,400	517	3,917	18%	13%	737	517	.
ECU	3,526	574	4,100	3,158	630	3,788	18%	15%	738	630	.
ECSU	218	106	324	227	123	350	50%	38%	162	123	.
FSU	547	85	632	658	128	786	25%	20%	158	128	.
NCA&T	1,942	811	2,753	1,762	1,134	2,896	35%	41%	963	1,134	171
NCCU	855	275	1,130	703	376	1,079	35%	33%	395	376	.
NC State	4,293	753	5,046	4,648	979	5,627	18%	19%	908	979	71
UNCA	508	97	605	414	93	507	18%	15%	108	93	.
UNC-CH	3,745	945	4,690	3,701	734	4,435	18%	16%	844	734	.
UNCC	3,837	419	4,256	3,680	477	4,157	18%	11%	766	477	.
UNCG	2,379	164	2,543	2,160	183	2,343	18%	7%	457	183	.
UNCP	777	119	896	589	125	714	18%	14%	161	125	.
UNCW	1,994	441	2,435	1,888	482	2,370	18%	20%	438	482	44
UNCSA	99	109	208	91	119	210	.	57%	.	119	.
WCU	1,416	313	1,729	1,553	379	1,932	18%	22%	311	379	68
WSSU	765	147	912	701	154	855	25%	17%	228	154	.
UNC System Total	30,562	5,796	36,358	29,333	6,633	35,966

UNC System Office Data & Analytics/enroll_039_out_of_state_cap_fall_2022/11OCT22

Per policy 700.1.3, out-of-state Engineering students at NCA&T are excluded from the report. In Fall 2022 there were 179 new out-of-state Engineering students at NCA&T.

High School Student Enrollment

The UNC System has two constituent institutions with residential high school programs—the North Carolina School of Science and Mathematics and the high school program at the University of North Carolina School of the Arts. Enrollment in these programs is largely stable and generally constrained by

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residence hall capacity. NCSSM's second campus in Morganton welcomed its inaugural class in fall 2022, with an initial enrollment of 150 residential students.

Table 8: Residential High School Enrollment

Institution	Fall 2021	Fall 2022
NCSSM – Durham	677	679
NCSSM – Morganton	-	150
UNCSA	252	247
UNC System Total	929	1076

Demographic Trends

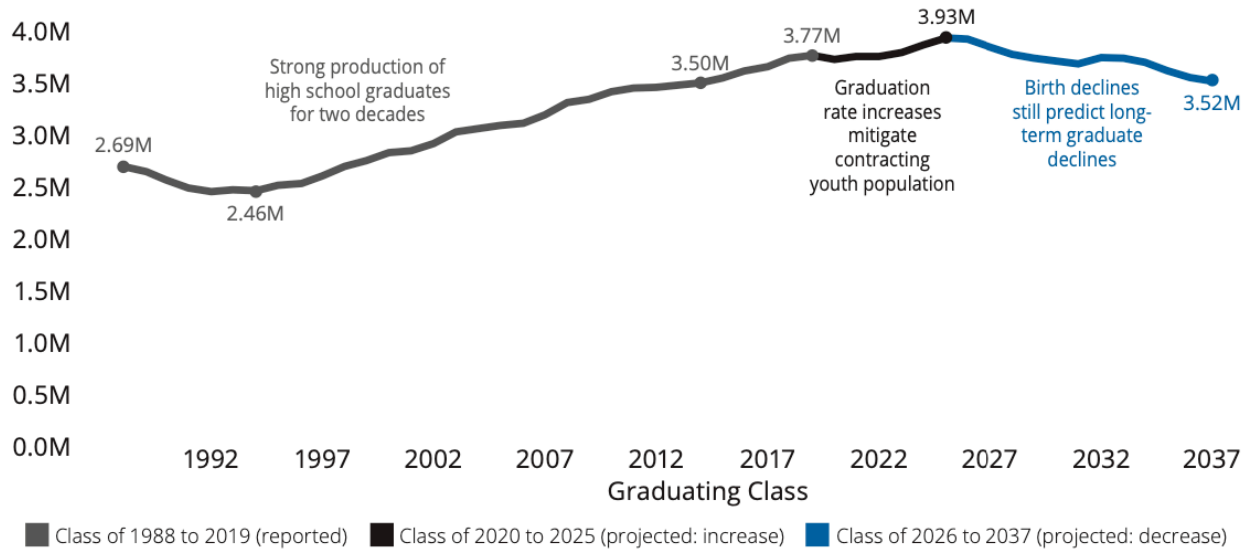
Demographic shifts will continue to impact enrollment at UNC System Institutions in a substantial way. The work of Dr. Nathan Grawe in exploring the impact of shifting demographic trends has attracted widespread recognition and attention.¹ Data from the Western Interstate Commission for Higher Education's (WICHE) *Knocking at the College Door*² report provides national and North Carolina specific data projections. At a national level, the total number of annual high school graduates has increased steadily and consistently from the mid-1990s through today and is projected to peak around roughly 2025. From 2025 – 2037 the total number of national high school graduates will decrease, with projections showing the 2037 levels to be similar to 2015.

¹ Inside Higher Ed, The Agile College: <https://www.insidehighered.com/admissions/article/2021/02/01/nathan-grawe-answers-questions-about-his-new-book-and-projected-demand>

² *Knocking at the College Door*, 10th edition, 2020: <https://knocking.wiche.edu/wp-content/uploads/sites/10/2020/12/Knocking-pdf-for-website.pdf>

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Figure 6: Knocking at the Door, U.S. High School Graduate Projections

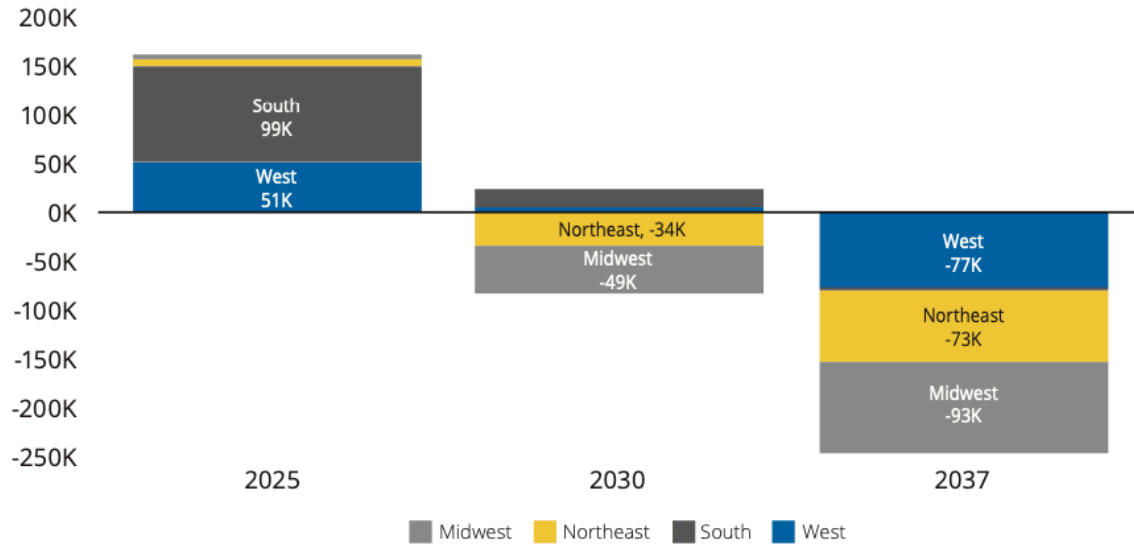


Source: Western Interstate Commission for Higher Education, *Knocking at the College Door*, 10th edition, 2020. See [Technical Appendix](#) for detailed sources of data through the Class of 2019; WICHE projections, Class of 2020 through 2037.

The impact of these demographic shifts will not be felt equally across the states and regions of the country. WICHE projections are broken out at the regional level, showing that compared to 2019 data, there will be more high school graduates in 2025 in the Midwest, Northeast, South, and West. By 2030 only the South and West are producing more high school graduates than in 2019, with the Northeast and Midwest down roughly 85,000 graduates compared to the previous decade. The trend accelerates by 2037, with the South roughly flat compared to 2019, but the West, Northeast, and Midwest down a projected 243,000 graduates. In the coming decade, the substantial enrollment declines in the Northeast, Midwest, and West will cause colleges and universities in those regions to become more aggressive in recruiting students from the South, including North Carolina.

2022 UNC Fall Enrollment Report

Figure 7: Knocking at the Door, Regional High School Graduate Projections

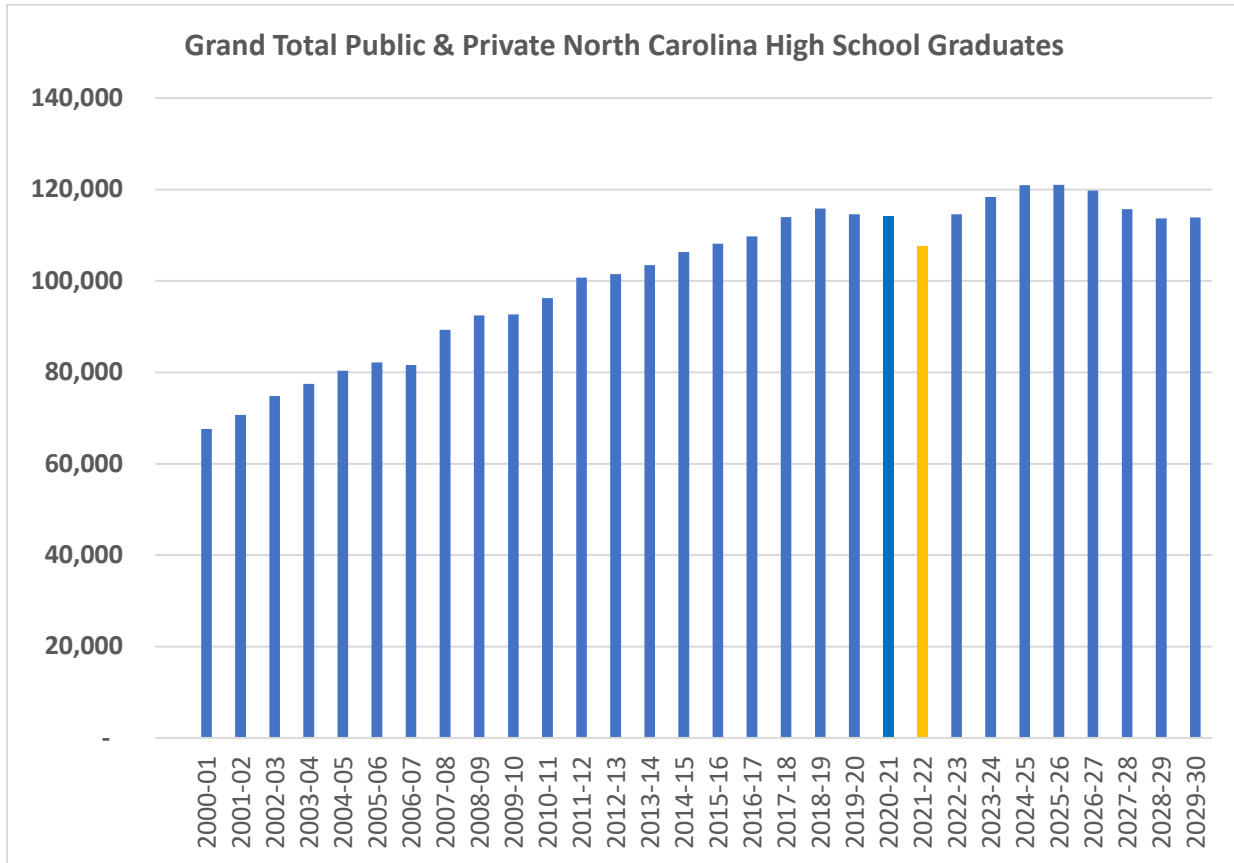


Source: Western Interstate Commission for Higher Education, *Knocking at the College Door*, 10th edition, 2020. WICHE projections and analysis.
Note: See Figure 2a for states included in each region.

North Carolina's projections from the WICHE data align broadly with the overall expectations for the South region. Total North Carolina high school graduates increased dramatically between 2001 (67,586) and 2019 (115,820), and approximately 114,000 students were expected to graduate from North Carolina high schools in 2021. Total high school graduates were then expected to dip sharply (-5.6 percent) for the class of 2022, rebound in 2023, and then grow until 2026, reaching a total of approximately 121,000 students per year. The total number of graduates will then start to decline, and stabilize around 114,000 students by 2029-30, which is roughly equivalent to 2018 data.

2022 UNC Fall Enrollment Report

Figure 8: Knocking at the Door, North Carolina High School Graduate Projections

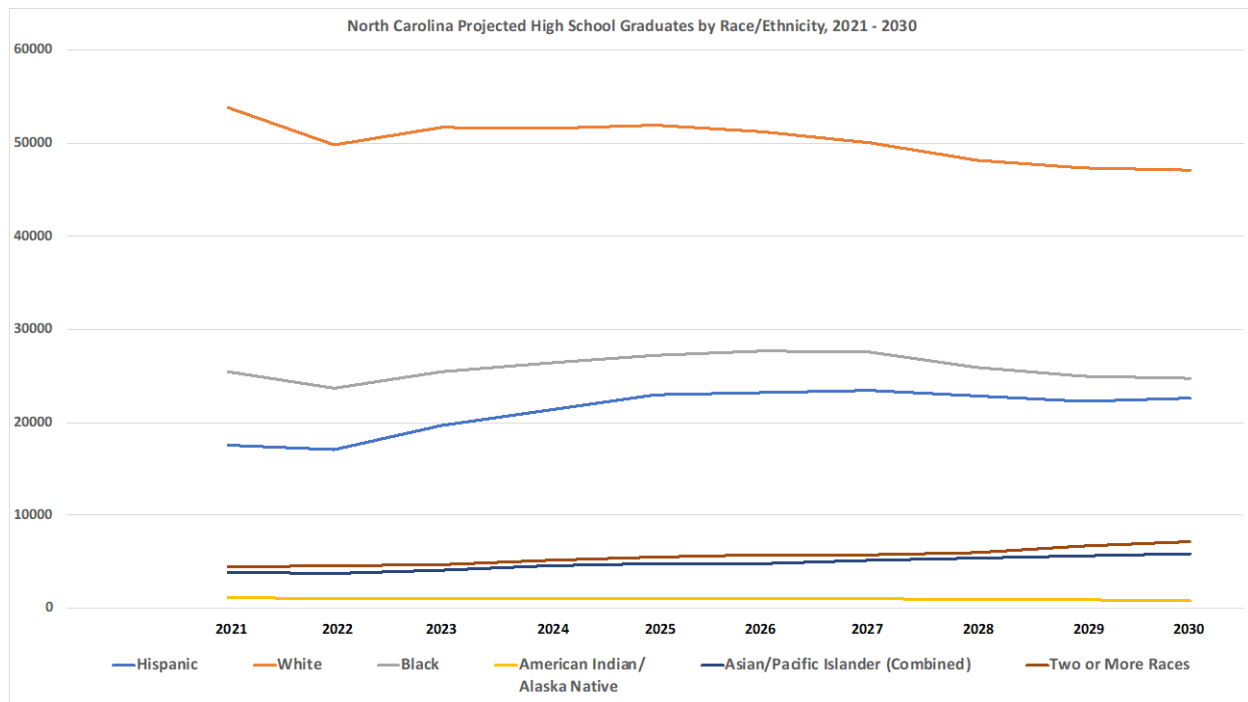


A closer examination of the North Carolina data shows that there is substantial variation in the projections across race/ethnicity. Between 2021 and 2030, students who identify as White or Black, which are the two largest categories of students, are expected to decline. White North Carolina graduates are expected to decline by nearly 7,000 students (-12.6 percent), and Black North Carolina graduates by nearly 1,000 (-2.7 percent). A decline of approximately 300 students (-26.3 percent) is also expected for students who identify as American Indian/Alaska Native.

Growth, however, is expected in students who identify as Hispanic (28.6 percent), Asian/Pacific Islander Combined (52.7 percent), and Two or more races (58.6 percent). The total expected growth across those student categories is equivalent to the total expected decline in White and Black student graduates over the next decade. So, while the total number of North Carolina high school graduates in 2029/2030 will look similar to 2021, the mix of students will be very different.

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Figure 9: Knocking at the Door, North Carolina High School Graduate Projections by Race/Ethnicity



Conclusion

For the first time in nine years, the UNC System saw a decrease in total student enrollment. There were declines in new freshmen enrollment, new transfer enrollment, and new graduate student enrollment in fall 2022 compared to the prior year. These declines are consistent with national trends that we were fortunate to have avoided until this year. Overall diversity of students in the UNC System, as measured by race/ethnicity, continued to increase. Enrollment demand from out-of-state students reached unprecedented levels.

Higher education has seen dramatic changes in the past three years. The combined impacts of the COVID-19 pandemic, demographic shifts, and a weakening in the perceived value of a college degree are affecting enrollment at our institutions. While we do not yet know the full future impact of these extraordinary circumstances, we do know that they are having an impact on our enrollment today and the impact will continue in the years to come.

With all of these shifts it will be important for the UNC System to have a focused and coordinated approach to enrollment and be proactive in identifying and serving students from historically underrepresented and non-traditional backgrounds, including returning students, adult learners, military affiliated students, and others.

2022 UNC Fall Enrollment Report

Report Authors:

Ms. Ulisa Bowles, assistant vice president for Student Affairs

Dr. David English, acting senior vice president for Academic Affairs

Dr. Diane Marian, vice president for Data and Analytics

Dr. Bethany Meighen, vice president for Student Affairs

Ms. Dana Sadek-Iliaifar, business intelligence analyst for Data and Analytics



AGENDA ITEM

A-4. Licensure and State Authorization Review.....Daniel Harrison

Situation: The Board of Governors of the University of North Carolina System is charged under N.C. Gen. Stat. § 116-15 with responsibility for licensing nonpublic and out-of-state educational institutions to conduct postsecondary degree activity in North Carolina.

Background: Staff will present an overview of current licensure standards, last revised in 2020, and licensure procedural rules, last revised in 2022, along with the effect these recent revisions have had on landscape of non-public and out-of-state institutions operating in North Carolina. Staff will also present an overview of the State Authorization Reciprocity Agreement (SARA), of which North Carolina is a member, and discuss the effect that membership has on the Board's licensure authority. Finally, staff will discuss licensure metrics from academic year 2021-22 and preview licensure issues likely to arise this academic year.

Assessment: The committee may discuss the presentation and determine whether there is additional data that staff should present at a future meeting.

Action: This item is for discussion only.

AGENDA ITEM

- A-.5 Proposed Revisions to Section 700.1.1. of the UNC Policy Manual,
*Minimum Eligibility Requirements for Undergraduate Admission for the
University of North Carolina System* Bethany Meighen

Situation: Section 700.1.1. of the UNC Policy Manual, *Minimum Eligibility Requirements for Undergraduate Admission for the University of North Carolina System* outlines the 15 courses first year applicants must complete in high school to be considered for admission to any of the 16 universities in the UNC System. A working group of System Office staff, university leadership, and external partners was created to review these courses and make recommendations for provided revisions.

Background: In the summer of 2022, the UNC System Division of Academic Affairs established a working group of UNC System Office staff, enrollment managers, directors for admissions, math faculty, and North Carolina Department of Public Instruction representatives to review the current Minimum Course Requirements (MCR) described in Section III of 700.1.1. Minimum Course Requirements for admissions establish a baseline for first-time undergraduate admissions and seek to ensure prospective applicants' college readiness. The Minimum Course Requirements include 15 courses first year applicants must complete to meet eligibility requirements for the 16 universities in the UNC System. The working group met six times, solicited input from the NC Department of Public Instruction, the North Carolina Association of Independent Schools, and university leadership. Additional analysis was conducted by examining system peers' admissions requirements to determine possible revisions. The working group proposed revising Section III and replacing the Second Language requirement with two additional academic courses from English, mathematics, science, world languages, arts, music, computer science, or other college preparatory discipline. These changes would be effective for all students applying for first-time (freshman) admission to constituent institutions beginning with the 2024 fall semester

Assessment: The working group's findings will be reviewed and discussed.

Action: This item is for discussion only.

AGENDA ITEM

- A-6. Proposed Revisions to Section 700.10.1 of the UNC Policy Manual,
*Policy on Awarding Undergraduate Credit on the Basis of Advanced Course
Examination Scores* Daniel Harrison

Situation: To promote timely degree completion and ensure University of North Carolina System constituent institutions award undergraduate credit for high school Advanced Placement examinations in a uniform manner, in 2018 the Board of Governors of the University of North Carolina adopted Section 700.10.1 of the UNC Policy Manual, *Policy on Awarding Undergraduate Credit on the Basis of Advanced Course Examination Scores*. This revision to Section 700.10.1 encourages institutions to award credit for other forms of prior learning in addition to high school Advanced Placement examinations. If adopted, the new policy will be paired with revisions to the accompanying regulation providing more detail and direction to institutions.

Background: Credit for Prior Learning (CPL) has been shown to be particularly supportive of adult learners. Recent analyses show that adult learners with CPL credits were 22 percent more likely to complete a postsecondary credential, enjoyed a cost savings on their education, and experienced time savings of nearly one year.

The UNC System has a strong history of recognizing college-level learning that has occurred outside of the traditional academic environment, including advanced course examinations, challenge exams, and military education/training. Expanding the use of CPL to support all learners, including adult learners (a key student population for all universities and a part of the UNC System's Strategic Plan), will help to recruit and retain adult learners at various stages in their academic career. CPL will also bring the UNC System into closer alignment with and may increase transfer from the North Carolina Community College System, which adopted its own policy on CPL in early 2022.

Assessment: Staff recommends adoption of the proposed revisions to further the UNC System's strategic goals of increasing adult learner enrollment and promoting the timely acquisition of a degree.

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.

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

I. Purpose. ~~The University of North Carolina System recognizes that learning occurs in a variety of ways and that allowing students to earn credit by evaluating their prior college-level learning is valuable in supporting their academic goals. The purpose of this policy and accompanying regulation is to encourage constituent institutions to award credit for prior learning (CPL) and establish consistent and transparent practices for the awarding of CPL. N.C. Gen. Stat. § 115C-174.26 (hereinafter G.S.), establishes the intent of the state to enhance accessibility and encourage students to complete rigorous advanced courses at the secondary level. The state has defined advanced courses as Advanced Placement (AP), International Baccalaureate (IB) Diploma Programme, and Cambridge International Advanced Subsidiary (AS) Level and Cambridge International Advanced (A) Level. Students enrolled in North Carolina public schools are exempt from paying any fees for the administration or registration of examinations for these Advanced Courses. With this substantial support from the state of North Carolina, students in the state's high schools have the opportunity to earn credit toward a postsecondary degree via AP, IB, and Cambridge A Level and AS Level examinations.~~

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

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

II. Assessment Methods. ~~Consistent with the provisions of this policy and regulation, constituent institutions are encouraged to award credit for prior learning through a variety of assessment methods including, but not limited to: Awarding Credit for Advanced Course Examination Scores. UNC System constituent institutions shall award appropriate credit to undergraduates who have earned a Qualified Advanced Course Examination Score, as defined in the Regulation on Awarding Undergraduate Credit on the Basis of Advanced Course Examination Scores, Section 700.10.1[R] of the UNC Policy Manual. Any exceptions to this policy must be approved by the institution's board of trustees in accordance with the guidance described in Section 700.10.1[R] of the UNC Policy Manual.~~

- A. Certification or licensure
- B. Industry or corporate experience
- C. Military education and training

D. Standardized examinations, including advanced course examinations

E. Challenge exams

F. Portfolio assessment

III. Student Eligibility. Credit may be granted by a constituent institution only to an enrolled degree-seeking student who is in good standing and for a corresponding course or elective credit in alignment with the policies and procedures of the constituent institution. Report on Exceptions Granted. An institution must report any exceptions granted by its board of trustees, and the reasons and evidence for those exceptions, to the president annually no later than July 1.

IV. Awarding Credit for Advanced Course Examination Scores. N.C. Gen. Stat. § 115C-174.26 (hereinafter G.S.), establishes the intent of the state to enhance accessibility and encourage students to complete rigorous advanced courses at the secondary level. The state has defined advanced courses as Advanced Placement (AP), International Baccalaureate (IB) Diploma Programme, and Cambridge International Advanced Subsidiary (AS) Level and Cambridge International Advanced (A) Level. Students enrolled in North Carolina public schools are exempt from paying any fees for the administration or registration of examinations for these Advanced Courses. With this substantial support from the state of North Carolina, students in the state's high schools have the opportunity to earn credit toward a postsecondary degree via AP, IB, and Cambridge A Level and AS Level examinations.~~Relationship to Other Credit Programs. The purpose of this policy is to provide a standard minimum consideration of college credit for Advanced Courses, as defined by G.S. 115C 174.26. This policy does not preclude UNC System constituent institutions from electing to award additional college credit for other scores on the AP, IB, Cambridge A-Level, or Cambridge AS-Level exams, or for acceptable performance in other programs as identified by the constituent institution.~~

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

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

II.A. Awarding Credit. ~~for Advanced Course Examination Scores.~~ UNC System constituent institutions shall award appropriate credit to undergraduates who have earned a Qualified Advanced Course Examination Score, as defined in the Regulation on Awarding Undergraduate Credit for Prior Learning, on the Basis of Advanced Course Examination Scores, Section 700.10.1[R] of the UNC Policy Manual. Any exceptions to this policy must be approved by the institution's board of trustees in accordance with the guidance described in Section 700.10.1[R] of the UNC Policy Manual.

~~III.B.~~ Report on Exceptions Granted. An institution must report any exceptions granted by its board of trustees, and the reasons and evidence for those exceptions, to the president annually no later than July 1.

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

V. Other Matters

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

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

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

AGENDA ITEM

A-7. Actions Taken Pursuant 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 states that any constituent institution that exceeds its out-of-state freshman enrollment limitation identified in the policy 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 nonrecurring basis, immediately after the Board of Governors of the University of North Carolina approves the annual enrollment report. The budget reduction shall be based on the number of out-of-state freshmen enrolled in excess of their specified limitation and the established method used for calculating the operating requirements for Regular Term enrollment changes. Institutions are provided a warning (no penalty) in the first year that they exceed their Board limitation.

Background: The Committee on Educational Planning, Policies, and Programs defines the non-resident threshold for each institution in Section 700.1.3 of the UNC Policy Manual (the University of North Carolina School of the Arts is exempted from the policy, as its non-resident enrollment threshold is specified by SL 1985-479, Sec. 73.) Almost every UNC System institution saw increased enrollment demand from non-resident students for the fall of 2022. This happened at the same time that the pool of North Carolina high school students dropped, following projected demographic shifts. The result of these two factors was a significant increase in the percentage of non-resident undergraduate enrollment, and five constituent institutions exceeding their Board identified cap.

The 2022 UNC Fall Enrollment Report identified North Carolina Agricultural and Technical State University, NC State University, University of North Carolina Wilmington, and Western Carolina University as having exceeded their non-resident enrollment cap for fall semester first-time undergraduate students for fiscal year 2022. The Board previously warned North Carolina A&T in November of 2021 that it had exceeded the cap, and if it were to do so again in the fall 2022 semester, the university would be penalized.

Assessment: North Carolina A&T will be assessed a financial penalty for exceeding its non-resident cap for two consecutive years, as presented to the Committee on Budget and Finance. Further, notification will be provided to North Carolina A&T, NC State, UNC Wilmington, and WCU that they have exceeded their fall 2022 institutional cap, and if they do so again in the fall of 2023, they shall be assessed a financial penalty in accordance with the policy.

Action: This item is for information only.

AGENDA ITEM

- A-8. 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.

The proposed revision would raise the cap 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.

Assessment: Approval of the proposed policy revision is recommended.

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

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 purposes² 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 University⁴ 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~~2~~-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.

¹The 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.

²See G.S. 116-143.1 for the definition of non-resident student for tuition purposes.

³As 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).

⁴Does not include undergraduate engineering students enrolled at North Carolina A&T State University per Board of Governors action, January 11, 2002.