THE UNIVERSITY OF NORTH CAROLINA SYSTEM

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

September 13, 2023 at 10:30 a.m.
Via Videoconference and PBS North Carolina Livestream
University of North Carolina System Office
223 S. West Street, Board Room
Raleigh, North Carolina

AGENDA

OPEN SESSION

A-1. Approval of the Open Minutes of May 24, 2023 ..... Kirk Bradley

A-2. Academic Affairs Update ..... David English
- a) Annual Educator Preparation Report, UNC System
- b) UNC System Educational Career Alignment

A-3. 2022-23 Annual Report of the Committee on Educational Planning, Policies, and Programs ..... David English

A-4. UNC System Academic Degree Program Actions ..... Daniel Harrison

A-5. Licensure Program Approvals ..... Daniel Harrison

A-6. Early College High School Graduates Report ..... Bethany Meighen

A-7. Comprehensive Articulation Agreement Annual Report ..... Bethany Meighen

A-8. UNC Systemwide Mental Health Update ..... Bethany Meighen

A-9. Implementation of the Board's Resolution on Teacher Preparation ..... Andrew Kelly and Dr. Emily Solari, University of Virginia

A-10. UNC System Enrollment Preview ..... David English and Andrew Kelly

A-11. Adjourn ..... Kirk Bradley

DRAFT MINUTES

May 24, 2023 at 11 a.m.
Via Videoconference and PBS North Carolina Livestream
UNC System Office
223 S. West Street, Room 1809
Raleigh, 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 also present in person or by phone: Kirk Bradley, Thomas C. Goolsby, Estefany Gordilla-Rivas, Anna Nelson, and Art Pope.

Chancellors participating were Franklin Gilliam and Todd Roberts. Wade Maki, chair of the UNC Faculty Assembly, also participated.

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

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

The chair called the meeting to order at 11 a.m. on Wednesday, May 24, 2023, and called for a motion to approve the open session minutes of April 19, 2023.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the open session minutes of April 19, 2023, as distributed.

Motion: Art Pope
Motion carried

2. Academic Affairs Update (Item A-2)

Dr. David English gave a report about activity across the 17 University of North Carolina System institutions. Topics included the UNC System Intercollegiate Athletic and Financial Transparency Report, an update on UNC System Educational Career Alignment (ROI), and a science of reading briefing from Dr. Andrew Kelly.

3. UNC Systemwide Behavioral Health Initiatives (Item A-3)

Dr. Bethany Meighen continued the discussion from the April committee meeting about the student mental health work that has been occurring across the UNC System, as well as future student mental health initiatives.

4. UNC System Comprehensive Faculty Policy Initiatives (Item A-4)

Dr. David English, joined by Faculty Assembly Chair Wade Maki, provided an update on the Faculty Policy Initiatives. The comprehensive study includes UNC System policies that support faculty employment, evaluation, and career progression.

5. Proposed Supersede to Section 400.3.4 of the UNC Policy Manual, *Policy on Monitoring Faculty Workloads* (Item A-5)

The discussion of Faculty Policy Initiatives continued with a proposed Supersede to Section 400.3.4 of the UNC Policy Manual, *Policy on Monitoring Faculty Workloads*.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve a proposed Supersede to Section 400.3.4 of the UNC Policy Manual, *Policy on Monitoring Faculty Workloads,* and recommend it to the full Board of Governors for a vote through the consent agenda at the next meeting.

Motion: Anna Nelson
Motion carried

6. UNC System Academic Degree Program Actions (Item A-6)

The following request for academic degree program establishments was put forth:

- University of North Carolina at Chapel Hill--Master of Applied Data

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

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

Motion: Thomas C. Goolsby
Motion carried

7. Licensure Program Approvals (Item A-7)

The following institutions seek licensure:

- SKEMA, a licensed institution, Master of Science in Digital Business and Artificial Intelligence
- Miller Motte College – Fayetteville, Associate of Applied Science in Construction and Trades Management
- The Chicago School of Professional Psychology seeks to offer a PsyD in Clinical Psychology.
- Fielding Graduate University, a new applicant, (MA) in Organization Development and Leadership, graduate Certificate in Evidence Based Coaching, graduate Certificate in Media Psychology, (PhD) in Psychology with two areas of specialization, a Doctor of Education (PhD), (PhD) in Infant & Early Childhood Development, graduate Certificate of Respecialization Clinical Psychology, (MA) in Media Psychology, graduate Certificate in Neuropsychology Specialization, (PhD) in Human Development, (MA) in Infant, Child, and Family Mental Health and Development, (PhD) in Organizational Development and Change, graduate Certificate in Clinical Psychology

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

Motion: Anna Nelson
Motion carried

There being no further business and without objection, the meeting adjourned at 11:57 a.m.

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Art Pope, Secretary

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

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

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 University of North Carolina 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.

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

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

AGENDA ITEM

A-3. 2022-23 Committee on Educational Planning, Policies, and Programs Annual Report ..... David English

Situation: Each standing committee submits an annual report of its activities to the University of North Carolina Board of Governors.

Background: Under the UNC Policy Manual, Section 302 E of *The Code*, "Each standing committee shall make a written report to the Board of Governors at least annually, reviewing the work of the committee during the preceding year."

Assessment: The annual report on the activities of the Committee on Educational Planning, Policies, and Programs for the fiscal year 2022-23 is ready for review and submission.

Action: This item requires a vote by the committee to accept the report for submission to the Board of Governors.

Annual Report to the Board of Governors 2022-23

DUTIES AND MEMBERSHIP

The Committee on Educational Planning, Policies, and Programs is one of four standing committees established by the University of North Carolina Board of Governors on September 15, 1973. There are now six standing committees. The committee consists of no fewer than five voting members as designated by the chair of the Board of Governors for one-year terms, starting at the first meeting after July 1 of the year and continuing until their successors are appointed. As a matter of practice, the chair may also appoint additional members, and chancellors further staff the committee as *ex-officio* members. It is the duty of the committee to receive advice and recommendations of the president and, in turn, make recommendations to the Board in all areas pertaining to the development of a coordinated system of higher education in North Carolina, including:

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

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

In July 2022, the following persons were appointed or reappointed to the committee: Mr. Kirk Bradley, Mr. Thomas C. Goolsby, Mrs. Anna Nelson, and Mr. Art Pope. The Board chair subsequently appointed Mr. Sloan as committee chair, Mr. Bradley as vice chair, and Mrs. Nelson as secretary. The ex-officio members on the committee were Chancellor Franklin Gilliam (University of North Carolina at Greensboro), Chancellor Todd Roberts (North Carolina School of Science and Mathematics), Chancellor Elwood Robinson (Winston-Salem State University), and Mr. Raymond Palma (UNC Association of Student Governments).

The committee met in eight full meetings and two subcommittee meetings between July 1, 2022, and June 30, 2023. The major actions of the committee are summarized as follows:

Academic Program Development

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

	Institution	Degree Level	Program Title	CIP #	Committee Approved	Board Approved
1.	FSU	BS	Cybersecurity	11.1003	07/20/22	07/20/22
2.	FSU	BS	Sports and Fitness Management	31.0504	07/22/22	07/22/22
3.	UNC-CH	BS	Neurodiagnostics and Sleep Science	51.0999	07/20/22	07/20/22
4.	N.C. A&T	MS	Cybersecurity	11.1003	07/20/22	07/20/22
5.	N.C. A&T	MS	Data Analytics	30.7101	07/20/22	07/20/22
6.	UNC-CH	MPS	Regulatory Science	51.0720	07/20/22	07/20/22
7.	NCSU	BS	Music Technology	50.0913	09/21/22	09/22/22
8.	UNCG	BS	Human Health Sciences	51.0000	09/21/22	09/22/22
9.	N.C. A&T	MS	Physician Assistant Studies	19.0101	10/19/22	10/20/22
10.	UNCW	MS	Supply Chain Management	52.0203	10/19/22	10/20/22
11.	UNCG	MS	Instructional Technology and Design	13.0501	02/22/23	02/23/23
12.	UNCP	DNP	Doctor of Nursing Practice	51.3818	02/22/23	02/23/23
13.	ASU	BS	Professional Studies	24.0101	04/19/23	04/20/23
14.	FSU	BS	Materials Science and Manufacturing	40.1001	04/19/23	04/20/23
15.	UNCC	BS	Environmental Engineering	14.1401	04/19/23	04/20/23
16.	UNC-CH		Master of Applied Data Science	30.7001	05/24/23	05/25/23

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

	Institution	Degree Level	Program Title	CIP #	Committee Approved	Board Approved
1.	NCSU	M	Youth, Family, and Community Sciences	19.0701	07/20/22	07/20/22
2.	NCSU	MS	Youth, Family, and Community Sciences	19.0701	07/20/22	07/20/22

Reports and Recommendations, Received and Adopted

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

	Reports	Committee Approved	Board Approved
1.	Faculty Teaching Workload Report	07/20/22	07/20/22
2.	UNC System Institutional Mission Statement Review	07/20/22	07/20/22
3.	2021-22 Annual Report of the Committee on Educational Planning, Policies, and Programs	09/21/22	09/22/22
4.	Early College High School Graduates Report	09/21/22	09/22/22
5.	Comprehensive Articulation Agreement Annual Report	10/19/22	10/20/22
6.	Comprehensive Articulation Agreement Revisions	10/19/22	10/20/22
7.	Teacher Early College Agreement Renewals	01/18/23	01/19/23

	Reports	Committee Approved	Board Approved
8.	North Carolina Area Health Care Centers (NC AHEC) Annual Report	04/19/23	04/20/23

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

	Reports/Topics	Presented to Committee
1.	Annual Educator Preparation Reports	10/19/22
2.	Intercollegiate Athletics and Athletic Financial Transparency Report	10/19/22
3.	Excellence in Teaching Awards Use of Funds Report	10/19/22
4.	UNC System Fall 2022 Enrollment Report	11/16/22
5.	Licensure and State Authorization Review	11/16/22
6.	Nursing Study Workgroup Report	01/18/23
7.	NC Teaching Fellows Report	01/18/23
8.	Intercollegiate Athletics and Athletic Financial Transparency Report	05/24/23
9.	UNC Comprehensive Faculty Policy Initiatives*	
10.	UNC System Educational Career Alignment (ROI)*	
11.	Systemwide Behavioral Health*	

Updates and reports given throughout the year.

Policy Revision Approvals

	Subject	Committee Approved	Board Approved
1.	Revisions to Section 400.1.5 of the UNC Policy Manual	10/19/22	11/17/22
2.	Revisions to Section 700.1.3 of the UNC Policy Manual	10/19/22	11/17/22
3.	Revisions to Section 700.10.1 of the UNC Policy Manual	11/16/22	01/19/23
4.	Revisions to Section 700.1.3 of the UNC Policy Manual	11/16/22	01/19/23
5.	Revisions to Section 700.1.1 of the UNC Policy Manual	02/22/23	04/20/23
6.	Supersede to Section 400.3.4 of the UNC Policy Manual	05/24/23	07/19/23

Other Committee and Board Actions

	Subject	Committee Approved	Board Approved
1.	2022 Governor James E. Holshouser, Jr. Award for Excellence in Public Service Nominees, Recommendations, and Selections	11/16/22	11/17/22
2.	2023 Board of Governors Awards for Excellence in Teaching Selections	02/22/23	02/23/23
3.	2023 O. Max Gardner Award Nominees, Recommendation, and Selection	02/22/23	02/23/23

Licensure of Nonpublic Educational Institutions

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

	Institution and Degree	Committee Approved	Board Approved
1.	Johnson and Wales University, Bachelor's Exercise and Sports Science, Bachelor's Healthcare Administration	09/21/22	09/22/22
2.	Northeastern University, Doctor of Law and Policy, MS Applied Behavior Analysis, BS Speech-Language Pathology & Audiology, MPA, MS Speech-Language Pathology	09/21/22	09/22/22
3.	Thales College, Bachelor's Mechanical Engineering	09/21/22	09/22/22
3.	University of Southern California, MA Foodservice Management and Dietetics, MS Lifespan, Nutrition, and Dietetics, MS Applied Technology and Aging.	09/21/22	09/22/22
4.	Two limited licenses-Mount Saint Mary's University and California State University	09/21/22	09/22/22
5.	Two limited licenses-Abraham Lincoln University and William Jessup University	01/18/23	01/19/23
6.	SKEMA, MS Digital Business and Artificial Intelligence	05/24/23	05/25/23
7.	Miller Motte College – Fayetteville, AAS Construction and Trades Management	05/24/23	05/25/23
8.	Chicago School of Professional Psychology, PsyD Clinical Psychology	05/24/23	05/25/23
9.	Fielding Graduate University, MA Organization Development and Leadership, graduate Certificate in Evidence Based Coaching, graduate Certificate in Media Psychology, PhD in Psychology with two areas of specialization, Doctor of Education (PhD), Doctor of Philosophy in Infant & Early Childhood Development (PhD), graduate Certificate of Respecialization in Clinical Psychology, MA Media Psychology, graduate Certificate in Neuropsychology Specialization, PhD in Human Development, MA Infant, Child, and Family Mental Health and Development, PhD Organizational Development and Change, graduate Certificate in Clinical Psychology.	05/24/23	05/25/23

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

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

AGENDA ITEM

A-4. UNC System Academic Degree Program Actions ..... Daniel Harrison

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 approval from the University of North Carolina Board of Governors and those actions that are delegated to staff at the University of North Carolina System Office. This report presents those program actions that require Board approval.

<u>Program Establishments (Vote Required)</u>

Fayetteville State University requests establishment of the Bachelor of Science in Supply Chain Management and Technology (52.0203).

University of North Carolina Wilmington requests establishment of the Bachelor of Science in Biochemistry (26.0202).

Appalachian State University requests establishment of the Master of Public Health (51.2201).

<u>Program Discontinuations and Consolidations</u>

East Carolina University requests discontinuation and consolidation of the Bachelor of Fine Arts in Theatre Arts Education (13.1324).

NC State University requests the discontinuation and consolidation of the Doctor of Education in Educational Administration and Supervision (CIP 13.0499).

University of North Carolina Asheville requests the discontinuation of the Master's in Liberal Arts and Sciences (CIP 24.0101).

University of North Carolina at Chapel Hill requests the discontinuation of Master's in Maternal and Child Health (CIP 51.2209) and the discontinuation and consolidation of Master of Science and Doctor of Philosophy in Marine Sciences (CIP 40.0607).

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 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 action 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
Bachelor of Science (BS) in Supply Chain Management and Technology
CIP 52.0203
Fayetteville State University

I. Program Highlights

- Fayetteville State University proposes the establishment of a Bachelor of Science in Supply Chain Management and Technology.
- The proposed degree program would prepare graduates for careers in critical 21st century jobs that utilize intelligent infrastructure and digitization.
- The proposed degree program aligns with the FSU mission to offer robust and innovative degree programs that meet the educational, career and personal aspirations of its students and equip them with academic and practical knowledge to serve local, state, national, and global communities as engaged solution creators.
- As intelligent infrastructure and digitization play a more dominant role in twenty-first century production, businesses will need a workforce with skills that are essential to company success and customer satisfaction. The proposed degree program could position North Carolina to provide businesses with a workforce prepared with critical skills.
- Graduates of the proposed degree program would efficiently manage the flow of materials and services for businesses from transformation into finished products to ultimate delivery at the point of consumption.

II. Academic Program Planning Criteria (UNC Policy 400.1)

1. **Relation to Campus Distinctiveness and Mission.** The proposed degree program is consistent with the FSU mission to offer robust and innovative degree programs that meet the educational, career, and personal aspirations of its students and equip them with academic and practical knowledge to serve local, state, national, and global communities as engaged solution creators. The proposed curriculum leverages FSU's unique offerings in enterprise resource planning (ERP) to respond to one of the greatest workforce needs in southeast North Carolina. The North Carolina Southeast Organization, a regional public/private partnership established to promote economic growth in the Southeast Region, identified 'Distribution and Logistics' as one of its top five target industries in the region most directly served by FSU.

2. **Student Demand.** According to the UNC System Interactive Data Dashboard for enrollments, the Logistics, Materials and Supply Chain Management major enrolled 170 students at Appalachian State University and 39 students at East Carolina University in fall 2021, with more than 25 percent overall increase since pre-pandemic enrollment in fall 2019. In addition, the proposed program would expand STEM related opportunities to students in Tier 1 and Tier 2 counties.

   FSU's existing specialization program, Enterprise Resource Planning (ERP) System Management (also known as SAP Certification training) and the relevant course enrollment provides additional leads to estimate student interest in supply chain careers. Upon examination of student enrollment every spring over five years, it was observed that enrollment increased by about 15 students per semester. Fifty percent of the students were military affiliated.

The proposed degree program would provide an online completion option at the UNC Promise tuition rate. Given the industry demand for the supply chain discipline, it could attract students throughout the Sandhills region, as well as military students stationed at Fort Liberty.

3. **Employment Opportunities for Graduates.** According to the North Carolina Department of Commerce, the occupation of 'logistician' received a five-star rating (out of one to five stars, with five stars offering the greatest growth and earnings potential). Data from the job data analysis firm Burning Glass indicated that, in the 12 months ending July 2022, there were more than 1,500 job postings for logistics/supply chain analysists in North Carolina, at an average estimated salary of $65,000 for those with a bachelor's degree. It should also be noted that Burning Glass data show that those with a bachelor's degree in supply chain/logistics management often get hired as generalized operational managers.

   Lightcast, a labor market research firm, provided analysis of jobs in North Carolina for graduates in supply chain management and technology. Between July 2022 and July 2023, there were 907 job postings for industrial production managers, logisticians, and transportation, storage, and distribution managers. The median salary offered during this period was $90,527.

4. **Impact on Access and Affordability.** FSU is not requesting any program-specific fees or tuition differential for this program. Tuition and fees for the 2023-2024 full-time (12+/9+ credit hour) rates are as follows:

   Full-Time 2023-2024 Undergraduate Tuition and Fees per Year (In Dollars)

Category	Resident	Non-Resident
Tuition	(NC Promise Tuition) 1,000.00	5,000.00
Tuition Differential	N/A	N/A
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	2,525.00	2,525.00
Special Fees	N/A	N/A

   As an NC Promise institution, the cost of tuition at FSU is more affordable for students and reduces overall student charges and debt.

5. **Expected Quality.** The proposed degree program would consist of 120 credit hours, offered online and on campus. Students would be required to complete 39 credit hours of general education courses and 81 credit hours for Supply Chain Management and Technology program courses. The 81 credit hours would include the following: 40 credit hours in required business courses, 18 credit hours in management courses, nine credit hours in major electives, three credit hours in business electives, and 11 credit hours in free electives.

   The Association to Advance Collegiate Schools of Business (AACSB) is the accreditation organization that independently evaluates business schools with a rigorous external review of the mission, faculty qualifications, curricula, and ability to provide the highest quality programs. Currently, five undergraduate degree programs and one graduate degree program offered by

BCBE (Broadwell College of Business and Economics) are AACSB accredited until 2027. If approved, the proposed degree program would be added as a prospect program for inclusion in the 2026-2027 reaffirmation visit by AACSB.

Consistent with the UNC Policy Manual, FSU and AACSB program review requirements, the proposed degree program would be reviewed every year. The review would consist of 1) Relation to BCBE Mission and Strategic Goals, 2) Curriculum Effectiveness, 3) Assurance of Learning, 4) Faculty Qualifications, 5) Student Learning Experience, and 6) Societal Impact.

6. **Faculty Quality and Number.** The proposed degree program would need to hire two tenure-track and one non-tenure-track supply chain faculty. The new hires and the current faculty would absorb the teaching responsibilities of both the proposed degree program and the current Business Administration program. The existing degree programs are not expected to be negatively impacted with minor shifts in the teaching workload. Additional need for faculty would be evaluated after four years.

   The tenure-track undergraduate faculty would continue to have a 3-3 (18 credit hours) teaching load per academic year, while non-tenure track faculty would have a 4-4 (24 credit hours) teaching load. The added 36 credit-hour teaching load capacity in the first year should provide enough capacity to offer nine new courses. Starting from the second year onward, extra sections in both major, business, and core requirements would be covered by additional non-tenure-track faculty, new hires, extra duty, or adjuncts. Teaching schedules would be adjusted to ensure AACSB accreditation guidelines encompassing faculty intellectual contributions, assurance of learning, and societal impact.

7. **Relevant Lower-level and Cognate Programs.** BCBE has related concentration and degree programs, including the BS in Business Administration with a concentration in Management and the BS in Information Systems and Business Analytics. In addition, the College has an enterprise resource planning (ERP) system management optional track program that can support the proposed degree program.

8. **Availability of Campus Resources (library, space, etc.)** The Chesnutt Library maintains resources and staff which are sufficient to support the proposed degree program. The library has 232,506 prints and 299,552 eBooks, 311 individual journal subscriptions, and 56,051 e-journal subscriptions. The library provides electronic access to 388 multidisciplinary and subject-specific databases. The university's facilities are adequate to support the proposed degree program. Currently, BCBE hosts one of the 12 SAP Next-Gen Labs in the nation, established in 2019 with the cutting-edge IT technology of the time. By 2025, there will be requirements to upgrade the labs' technology and student desktop and laptops, estimated to cost about $100,000. With the support of FSU ITS, the upgrade could be scheduled to take place in the summer of 2025.

9. **Existing Programs (Number, Location, Mode of Delivery).** Similar programs in the UNC System include the following: BS Business Administration in Operations and Supply Chain Management (Appalachian State University), BS in Industrial Distribution and Logistics (East Carolina University), BS Business Administration in Supply Chain Management (East Carolina University), Information Systems and Supply Chain Management (University of North Carolina at Greensboro), and the BS in Supply Chain Management (North Carolina Agricultural and Technical State University).

10. **Potential for Unnecessary Duplication.** Other programs may offer somewhat similar content, but FSU's unique stakeholders require learning modalities and customer service initiatives that fit their specific requirements. The courses would be offered based on local constituents' requirements. The proposed degree program would be tailored to FSU students' life demands, including affordability of education, military deployments, work, and adult/childcare endeavors.

11. **Feasibility of Collaborative Program**. FSU is planning to collaborate with other institutions to enrich global industry outreach to make North Carolina a premier state that educates supply chain professionals. Collaborations may occur with the following institutions:
    - Fayetteville Technical Community College (FTCC) – FSU had multiple meetings with FTCC that resulted in consensus to create an articulation agreement upon approval of the proposed degree program in Supply Chain Management and Technology. Through the proposed agreement, FTCC graduates with an associate degree in supply chain management or operations management programs could seamlessly transfer to FSU for a four-year degree.
    - Military Affiliated and Veteran Resource Center and ROTC – The Student Veterans' Center at FSU and Fort Liberty Education Center expressed interest in promoting the proposed degree program to military students, who might have practical experience in managing military supply chains and ERP systems.
    - Deloitte – FSU and Deloitte have collaborated to establish talent pipelines, industry outreach, curriculum feedback, student consulting club and teaching partnerships.

III. Summary of Review Processes

1. **Campus Review Process and Feedback.** The academic proposal was reviewed and approved by the following: The Department of Management, Marketing, Entrepreneurship, and Fire and Emergency Services Administration Curriculum Committee, Dr. Abdoul Wane, Department Chair, BCBE Academic Affairs Committee, Dr. Ulysses Taylor, Dean of BCBE, the Faculty Senate Academic Affairs Committee (Chair, Dr. Kimberly Hardy), the Faculty Senate (Chair, Dr. Zahra Shekarkhar), Dr. Nicole Lucas, SACSCOC Liaison, and Dr. Monica Leach, Provost and Vice Chancellor for Academic Affairs.

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

IV. Recommendation

Staff recommends that the University of North Carolina Board of Governors approve Fayetteville State University's request to establish the Bachelor of Science (BS) in Supply Chain Management and Technology (CIP 52.0203) effective fall 2024.

Request for Authorization to Establish
Bachelor of Science (BS) in Biochemistry
CIP 26.0202
University of North Carolina Wilmington

I. Program Highlights

- The University of North Carolina Wilmington proposes the establishment of a Bachelor of Science in Biochemistry, to train students in the field of biochemistry, the chemistry associated with life processes.
- UNC Wilmington is developing a new strategic plan for the next decade. The BS in Biochemistry falls squarely under the proposed priorities three (develop career-ready students upon graduation) and four (be a destination employer). As part of UNC Wilmington's evolution as a research university, the proposed degree will align with the needs of the state of North Carolina, while considering student interest and promoting career opportunities.
- The latest Occupational Outlook Handbook published by the Bureau of Labor Statistics (BLS) projects a 15 percent average growth rate for employment opportunities available to biochemists and biophysicists in the 2021-2031 decade, which far exceeds the five percent growth rate predicted for all occupations. The pharmaceutical industry is a growth sector in North Carolina for which students with a biochemistry degree will be especially well trained.
- Graduates will be prepared for a career in the pharmaceutical industry, further training in health-related professional schools, or a graduate degree in biochemistry.

II. Academic Program Planning Criteria (UNC Policy 400.1)

1. **Relation to Campus Distinctiveness and Mission.** UNC Wilmington is growing as a research university and the proposed program is a natural complement to the recently established PhD degree in pharmaceutical chemistry. The BS in biochemistry interfaces seamlessly with existing expertise in pharmaceutical chemistry and the marine sciences.
2. **Student Demand.** Data provided by Hanover Research indicates that student demand at the bachelor's level in biochemistry grew at a faster rate than the average for all programs at this level. UNC Wilmington conducted a student survey of 3000 undergraduates who were enrolled in any chemistry course. Responses from 440 students indicate high levels of interest (51 percent) in the BS biochemistry degree. Hanover Research supports the degree program as favorable for the state and region, indicating, "competitive conditions support a new degree program."

3. **Employment Opportunities for Graduates.** BLS predicts higher than average growth for biochemistry-related occupations. For the decade ending in 2026, the BLS projects 11.4 percent growth for biochemists and biophysicists nationwide, which exceeds the growth in the number of employed in all other surveyed areas, except that of Medical Scientists. The projections for North Carolina are even higher than that at 16.7 percent (data provided by Hanover Research).

   National Projections for Biochemistry-Related Occupations, Standard Occupational Classification (SOC) Titles, 2016-2026

4. **Impact on Access and Affordability.** In 2017, UNC Wilmington announced it would seek an enrollment increase of low-income students of 7.5 percent over 2015 levels by the fall of 2021, a goal that was surpassed in the fall of 2019. Initiatives to actively recruit lower-income students and those from rural counties are underway across the institution, and the Department of Chemistry & Biochemistry will contribute by evaluating the undergraduate curriculum in all majors. Special attention will be devoted to teaching licensure to address the critical need for middle and high school teachers in STEM. The proposed BS in biochemistry program is expected to contribute to these efforts because student interest in biochemistry generally exceeds that in traditional areas, which is expected to facilitate student recruitment.

   UNC Wilmington is not requesting any program-specific fees or tuition differential for this program. Tuition and fees for the academic year full-time (12+/9+ credit hour) rates are as follows:

   Full-Time ACADEMIC YEAR DEGREE LEVEL Tuition and Fees per Year (In Dollars)

Category	Resident	Non-Resident
Tuition	$4,443	$20,016
Tuition Differential	--	--
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	$2,874	$2,874
Special Fees	--	--

   The following analysis is based on a student loan balance of $16,400, which is the average debt incurred by students graduating with a BS degree in chemistry from UNC Wilmington[1]. We assumed an average federal student loan interest rate of 3.9 percent, and an annual salary of $42,000 after graduation, with an annual income growth rate of 5 percent. No loan forgiveness programs were taken into consideration. The loan simulator provided by the Office of Federal Student Aid, predicts a monthly payment of $165 over a 10-year period to repay the loan in its entirety. In this context, it is of note that the average initial salaries of biochemists exceed those of traditional chemists by 20-25 percent [2].

5. **Expected Quality.** The major, as planned, has 74 credit hours, which is on par with the existing ACS accredited BS in chemistry. A unique feature of the biochemistry curriculum is the option to take a series of elective courses with rotating topics during both semesters of the senior year, which allows students to delve more deeply into specific areas of interest. The option to participate in an industry internship for course credit is also included. The entire curriculum, with the exception of external internships, will be taught by existing faculty. The plan anticipates enrollment growth and additional hires, which will offer more elective courses. If the degree is as successful as anticipated, the program will seek accreditation through the American Society

[1] https://studentaid.gov/loan-simulator/repayment/wizard/personal-info/select-what-applies

[2] [1] "May 2017 Occupation Profiles." Bureau of Labor Statistics, May 2017. https://www.bls.gov/oes/current/oes_stru.htm#19-0000 [2] "North Carolina - May 2016 OES State Occupational Employment and Wage Estimates." Bureau of Labor Statistics, May 2016. https://www.bls.gov/oes/current/oes_nc.htm#19-0000. Data supplied by Hanover research.

for Biochemistry and Molecular Biology (ASBMB). The current curriculum has been designed with the suggested guidelines in mind.

6. **Faculty Quality and Number.** The Department of Chemistry & Biochemistry currently employs 28 full-time faculty, all of whom will be involved to some degree in the teaching of the basic curriculum of the biochemistry BS. Of the 28 full-time faculty, 22 are research-active, tenure-track faculty, and of those, six faculty members are trained specifically in the area of biochemistry or biophysical chemistry.

7. **Relevant Lower-level and Cognate Programs.** The proposed degree aligns with the existing chemistry BS degree, especially during the first year of study.

8. **Availability of Campus Resources (library, space, etc.)**
   Current infrastructure is sufficient to support the program.

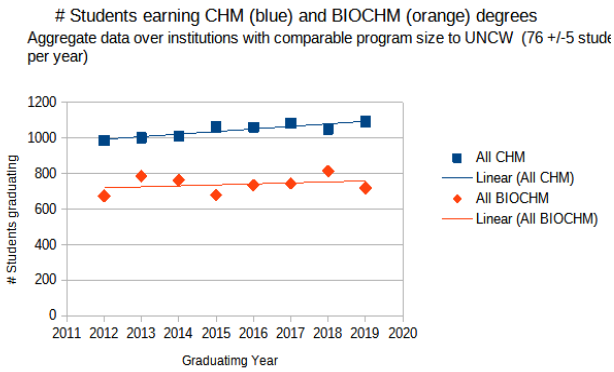
9. **Existing Programs (Number, Location, Mode of Delivery).** Dedicated biochemistry programs leading to a BS degree are currently offered by NC State University, East Carolina University, and University of North Carolina at Greensboro.

10. **Potential for Unnecessary Duplication.** BLS projects a 15 percent average growth rate for employment opportunities available to biochemists and biophysicists in the 2021-2031 decade. Although a BS in biochemistry is not a unique degree, the projected need for trained biochemists in North Carolina is high[3], which strongly argues for the establishment of additional degree programs in the state. Moreover, the establishment of dedicated undergraduate programs in biochemistry is a very common choice in institutions where the size of the existing parent program, a BS in chemistry, is sufficiently large to merit a specialized degree. In 2019, UNC Wilmington was the only institution nationwide with a sizable number of chemistry majors who did not offer a biochemistry degree, or an equivalent umbrella program.

11. **Feasibility of Collaborative Program**. There are three obvious ways in which the program can support existing programs or institutions in the UNC System <u>I.) Increase enrollment in programs beyond UNC Wilmington.</u> Graduates can directly enter a school of pharmacy (Eshelman School of Pharmacy, UNC-Chapel Hill; medical school (UNC-Chapel Hill, ECU), a school of veterinary medicine (NC State), dental school (UNC-Chapel Hill, ECU), a physician assistant studies program (UNC-Chapel Hill, ECU), or enter any graduate program in biochemistry, a biochemistry-associated umbrella program, or biomedical engineering (NC State). <u>II.) Enrollment in research courses during the summer months.</u> Students enrolled in the UNC Wilmington program or at one of the other UNC System institutions, could take a Directed Individual Studies course (CHM491) at any UNC System institution and receive course credit at their home institution. To be useful, these should be project-oriented, thematic courses. <u>III.) Seminar series.</u> Expand our weekly seminar series to include at least one biochemist from one the other UNC System institutions to facilitate scientific exchange and promote collaborations.

[3] All state and regional labor projections drawn from "Long-Term Projections." Projections Central. http://www.projectionscentral.com/projections/longterm , as provided by Hanover Research

12. **Other Considerations.** The concern has been raised that the proposed biochemistry degree could depopulate existing programs, such as the BS degrees in chemistry or biology. UNC Wilmington believes this to be unlikely. The Department of Biology and Marine Biology has a strong emphasis on marine biology and related fields. There is little thematic overlap between the new program and any program in the biology department and the plan for a biochemistry BS is fully supported by our colleagues in biology and marine biology. To address the possible impact on the existing chemistry program, UNC Wilmington analyzed nationwide data[4] from departments that offer both a traditional chemistry and a biochemistry degree. The aggregate data shown on the right, collected from chemistry programs with a size similar to that at UNC Wilmington, show that on average, both programs grew in parallel – not antiparallel - over the 8-year period analyzed.



III. Summary of Review Processes

1. **Campus Review Process and Feedback.** All proposals for a new undergraduate degree are reviewed and approved through an established approval process: the department, a delegate in the dean's office, the College Curriculum Committee, the University Curriculum Committee, the Faculty Senate, the SACSCOC Liaison, Planning and Space Management, Academic Affairs Resource Management, the Associate Provost for Undergraduate Education and Faculty Affairs, the Provost, the Chief Financial Officer, and the Chancellor.

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

Staff recommends that the University of North Carolina Board of Governors approve the University of North Carolina Wilmington's request to establish the Bachelor of Science (BS) in Biochemistry (CIP 26.0202) effective Fall 2023.

[4] *Data USA. (Deloitte, MIT Media Lab), https://datausa.io/* and *National Center for Education Statistics (NCES), https://nces.ed.gov/*

Request for Authorization to Establish
Master of Public Health (MPH)
CIP 51.2201
Appalachian State University

I. Program Highlights

- Appalachian State University proposes the establishment of a Master of Public Health (MPH) degree program.
- The proposed program includes a concentration in Applied Public Health focused on Rural Resilience and Sustainability. The MPH is the standard and terminal degree for practitioners in the field of public health. The degree provides a grounding in the theories and core disciplines of public health, including biostatistics, environmental health, epidemiology, health policy, and social and behavioral sciences focusing on practice rather than research.
- The proposed program aligns with strategic priorities at App State including providing exceptional educational experiences; advancing research, innovation, and creativity; advancing local, regional, and global engagement.
- The field of public health is projected to grow substantially in the future due to the aging of the population and the increasing threats to the population's health. Training quality professionals with the expertise to address the public health (PH) issues of a particular population is paramount. COVID-19 has highlighted many of the needs and challenges facing us moving forward and illustrated the unique challenges practicing PH in rural areas like western North Carolina and the Appalachian region.
- PH professionals work in such areas as epidemiology, community planning and organization, policy making and analysis, and health education throughout an array of professional settings (e.g., environmental protection/emergency preparedness, occupational safety and health, nursing/medicine, and social services) to both protect and promote the health of the public.
- According to the Bureau of Labor Statistics, "most employment gains over the 2020-30 period are expected to occur in the service-providing sectors and to be led by strong growth in the healthcare and social assistance sector. An aging population will continue to create strong demand for industries and occupations that provide healthcare and related services." Examples of predicted increases in demand from 2020-2030 for MPH-related job classes include: environmental scientists and specialists eight percent; epidemiologists 27 percent; community health workers 21 percent; and health educators 12 percent.

II. Academic Program Planning Criteria (UNC Policy 400.1)

1. **Relation to Campus Distinctiveness and Mission.** App State is a long-established public institution that honors the founding commitment to educational access and excellence and our rural mountain heritage through teaching, research, and service.

   In keeping with this mission, PH professionals work to protect and improve the health of populations and communities. As the field of public health is projected to grow substantially in the future due to the increasing threats to our populations' health, training quality professionals with the expertise to address the PH issues of specific populations is paramount. COVID-19 has highlighted many of these needs and challenges facing us moving forward in the 21st century. The

Appalachian Mountains of western North Carolina and the Appalachian region more broadly present a unique challenge to public health practice. The field of PH is interprofessional and at its core seeks to engage communities to identify health threats and develop sustainable approaches to address health needs in diverse populations and cultures.

2. **Student Demand.** The institution surveyed current undergraduate students majoring in Public Health at App State and found that 100 percent are either moderately or very interested in pursuing an MPH; of these, 98 percent reported being likely to enroll in an MPH program at App State within the next three years. Among other majors in the college and across the university, 69 percent reported being moderately or very interested in an MPH degree generally and of these, 87 percent reported being likely to enroll in an MPH program at App State within the next three years. Among alumni of the undergraduate PH program that were surveyed, 79 percent are either moderately or very interested in pursuing an MPH; of these, 94 percent reported being likely to enroll in an MPH program at App State within the next three years. In addition to undergraduate students and practitioners without formal public health training, App State also anticipates that physicians, nurses, and other health care professionals will be interested in pursuing an MPH at App State. As health care systems become more focused on population health and prevention, training in public health methods is increasingly important.

3. **Employment Opportunities for Graduates.** In examining the current labor market demands for North Carolina, when using the search term "public health" on ncworks.gov, there are more than 450 current open positions, including such positions as (but not limited to): public health nurse; public health educator; local public health director; public health education specialist; environmental health supervisor; and biostatistician/epidemiologist. Each of these either requires or strongly prefers applicants with the MPH degree. The salaries range from approximately $35,000/year for entry level jobs all the way up to $100,000+ for more administrative positions in the field.

4. **Impact on Access and Affordability.** App State is not requesting any program-specific fees or tuition differential for this program. Tuition and fees for the 2023-2024 full-time (12+/9+ credit hour) rates are as follows:

Full-Time 2023-24 Graduate Tuition and Fees per Year (In Dollars)

Category	**Resident**	**Non-Resident**
Tuition	5,081.00	20,841.00
Tuition Differential	--	--
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	3,138.00	3,138.00
Special Fees	--	--

Comparing the cost of this degree program with other UNC System programs and private programs, this four-semester program will provide one of the most cost-effective Master of Public Health in the state and in the southeast.

5. **Expected Quality.** App State already has a strong BS degree program in PH that is Council on Education for Public Health (CEPH)-accredited. It is one of the only CEPH accredited BS degrees in the country not connected to an MPH program. The current tenure-track faculty and lecturers have a wealth of experience and earn teacher ratings among the highest in our college. The proposed public health program has a strong pool of adjunct faculty that are experienced practitioners from the Watauga County public health department and those in leadership positions with nonprofit agencies. In addition, the PH program is already strongly rooted in the community and region with collaborations ongoing with the Appalachian Regional Healthcare System, the Children's Council, High Country Area Agency on Aging, Community Care Clinic, Hunger and Health Coalition, High Country Community Health, Hospitality House, and others. This will provide students living in the region with many opportunities.

6. **Faculty Quality and Number.** Currently, the PH program has three full-time tenured faculty, two full-time tenure-track faculty, two full-time senior lecturers, two full-time lecturers, and is in the process of a faculty search for one other tenure-track faculty member in PH. In addition, the PH program has a strong pool of five adjunct faculty that have MPH degrees and are practitioners with experience in the course material they teach. This includes practitioners from the Watauga County public health department and those in leadership positions with nonprofit agencies. There are also other Beaver College of Health Sciences departments as well as related departments across campus whose faculty expertise overlaps with PH and will support our program.

7. **Relevant Lower-level and Cognate Programs.** As mentioned previously, the BS public health degree is a strong academic program accredited by CEPH. The MPH degree builds on this program.

8. **Availability of Campus Resources (libraries, space, etc.)** With the existing BS program, university resources are already in place, and no additional space is needed, as this is an online degree program. The Belk Library and Information Commons supports the study and research needs of faculty and students in all programs in BCHS. Library resources are adequate for the proposed MPH degree program. The library invests over 3.5 million dollars each year in electronic resources and journals. The library also buys books and electronic books (ebooks) in response to faculty and student requests, proactively in response to patterns of use and availability of relevant books, and through Demand Driven Acquisition programs. The university has a strong BS degree program in PH and resources in this area are already good.

9. **Existing Programs (Number, Location, Mode of Delivery).** University of North Carolina at Chapel Hill has an MPH program with a cohort of students in Asheville—partnered with University of North Carolina Asheville. East Carolina University, University of North Carolina at Charlotte, and University of North Carolina at Greensboro have programs, as well as Campbell University and Lenoir-Rhyne University.

   Potential for Unnecessary Duplication. No other programs exist in northwestern North Carolina. Additionally, the distinct focus of the program also indicates no significant duplications in programming. The proposed program would be an Applied Public Health focused program on Rural Resilience and Sustainability that would target individuals throughout Western North Carolina seeking the MPH to advance their knowledge and career and improve the public health services in this rural underserved region. Only two of the UNC System universities have an online MPH option, and neither has a specific focus on rural health. ECU has a separate certificate but not an MPH concentration. Specifically, the App State MPH aims to recruit, train, and develop

new generations of public health leaders ready to respond to public health needs through public health service and capacity building in North Carolina's rural Appalachian communities. The program will recruit working professionals in rural Appalachia, as well as future providers. The MPH will help meet public health needs of the North Carolina rural Appalachian communities by providing needed capacity and support to local public health and community settings, in collaboration with state and regional partners, to advance more equitable health outcomes for communities who are currently and historically underserved.

10. **Feasibility of Collaborative Program**. In discussions with other programs thus far, UNC Charlotte expressed interest in collaborative opportunities for sharing of resources including faculty, courses, and student experiences. Conversations with other programs, including UNC Greensboro and ECU, are ongoing.

11. **Other Considerations.** None.

III. Summary of Review Processes

1. **Campus Review Process and Feedback.** The proposal was reviewed by App State's faculty, graduate committee, dean, provost, and chancellor and approved at all levels.

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

IV. Recommendation

Staff recommends that the University of North Carolina Board of Governors approve the Appalachian State University's request to establish the Master of Public Health (CIP 51.2201) effective fall 2024.

Request for Authorization to Discontinue and/or Consolidate
Academic Degree Programs

East Carolina University – Theatre Arts Education (BFA)
(CIP 13.1324)

Overview: The Bachelor of Fine Arts in Theatre Arts Education (13.1324) at East Carolina University will be discontinued and consolidated effective fall 2023. The request to discontinue and consolidate delivery of the degree program was approved by the head of the program, appropriate institutional committees, and chief academic officer.

The Bachelor of Fine Arts in Theatre Arts Education will be discontinued and consolidated into the Bachelor of Fine Arts in Theatre Arts (50.0501). East Carolina University is creating an educational theatre concentration under the Bachelor of Fine Arts in Theatre Arts. No faculty or staff members will be affected by the discontinuation and consolidation of the program. Students currently enrolled in the program will be taught out (currently 12 students are enrolled in the program: six will graduate before the effective discontinuation date and the remaining six students will be taught out). Prospective students will be notified of the change via the undergraduate calendar, information on the East Carolina University website, as well as notifications during recruitment events.

Recommendation: Staff recommends the approval East Carolina University's request to discontinue and consolidate the delivery of the Bachelor's in Theatre Arts Education (13.1324) effective fall 2023.

Request for Authorization to Discontinue and/or Consolidate
Academic Degree Programs

NC State University – Educational Administration and Supervision (Ed.D.)

(CIP 13.0499)

Overview: The Doctor of Education in Educational Administration and Supervision (13.0499) at NC State University will be discontinued and consolidated effective spring 2023. The request to discontinue and consolidate delivery of the degree program was approved by the head of the program, appropriate institutional committees, and chief academic officer.

The Doctor of Education in Educational Administration and Supervision will be discontinued and consolidated into the Doctor of Education in Educational Leadership (13.0401). This action is being requested because two active entries exist in the UNC API that represent the same degree program. All information associated with the two active entries should be combined for accuracy and comprehensiveness. No faculty or staff members will be affected by the discontinuation and consolidation of the program. Currently enrolled students will be asked to confirm whether they would like to graduate under the current name and CIP code (Educational Administration and Supervision) or under the requested new name and CIP code (Educational Leadership).

Recommendation: Staff recommends approval of NC State University's request to discontinue and consolidate the delivery of the Doctor of Education in Educational Administration and Supervision (13.0499) effective spring 2023.

Request for Authorization to Discontinue and/or Consolidate
Academic Degree Programs

University of North Carolina Asheville – Master's in Liberal Arts and Sciences (MLAS)
(CIP 24.0101)

Overview: The Master's in Liberal Arts and Sciences (24.0101) at the University of North Carolina Asheville will be discontinued effective fall 2023. The request to discontinue delivery of the degree program was approved by the head of the program, appropriate institutional committees, and chief academic officer.

The request to discontinue the Master's in Liberal Arts and Sciences is due to low enrollment. No faculty, staff members or students will be affected by the discontinuation of the program. All students who were admitted and enrolled before fall 2019 graduated and since spring 2021, no additional courses have been offered. The University of North Carolina Asheville noted that in the chaos of the March 2020 COVID pandemic, they neglected to notify the University of North Carolina System Office of the recommendation to discontinue the program.

Recommendation: It is recommended that the Board of Governors approve the University of North Carolina Asheville's request to discontinue the delivery of the Master's in Liberal Arts and Sciences (24.0101) effective fall 2019.

Request for Authorization to Discontinue and/or Consolidate
Academic Degree Programs

University of North Carolina at Chapel Hill – Master's in Maternal and Child Health (MSPH)
(CIP 51.2209)

Overview: The Master's in Maternal and Child Health (51.2209) at the University of North Carolina at Chapel Hill will be discontinued effective fall 2023. The request to discontinue delivery of the degree program was approved by the head of the program, appropriate institutional committees, and chief academic officer.

The Master's in Maternal and Child Health has been on pause since AY2022-23 (students were not enrolled in AY2022-23 and the last MSPH student graduated in August 2022). No students, faculty, or staff members will be affected by the discontinuation of the program. The request to discontinue delivery of the program is due to low enrollment, and challenges differentiating it from the Master of Public Health (MPH) degree program and Master of Science (MS) degree program per revised accreditation requirements.

Recommendation: Staff recommend approval of the University of North Carolina at Chapel Hill's request to discontinue the delivery of the Master's in Maternal and Child Health (51.2209) effective fall 2023.

Request for Authorization to Discontinue and/or Consolidate
Academic Degree Programs

University of North Carolina at Chapel Hill – Master of Science in Marine Sciences (MS)
(CIP 40.0607)

Overview: The Master of Science in Marine Sciences (40.0607) at the University of North Carolina at Chapel Hill will be discontinued and consolidated effective fall 2023. The request to discontinue and consolidate delivery of the degree program was approved by the head of the program, appropriate institutional committees, and chief academic officer.

The Master of Science in Marine Sciences will be discontinued and consolidated into the Master of Science in Earth and Marine Sciences (40.0699). This discontinuation and consolidation action aligns with the newly combined Department of Earth, Marine, and Environmental Sciences. No faculty or staff members will be affected by the discontinuation and consolidation of the program. Currently enrolled students will be able to complete their program of study and newly enrolled students will begin the combined curriculum under the new title.

Recommendation: Staff recommend approval of the University of North Carolina at Chapel Hill's request to discontinue and consolidate the delivery of the Master of Science in Marine Sciences (40.0607) effective fall 2023.

Request for Authorization to Discontinue and/or Consolidate
Academic Degree Programs

University of North Carolina at Chapel Hill – Doctor of Philosophy in Marine Sciences (Ph.D.)
(CIP 40.0607)

Overview: The Doctor of Philosophy in Marine Sciences (40.0607) at the University of North Carolina at Chapel Hill will be discontinued and consolidated effective fall 2023. The request to discontinue and consolidate delivery of the degree program was approved by the head of the program, appropriate institutional committees, and chief academic officer.

The Doctor of Philosophy in Marine Sciences will be discontinued and consolidated into the Doctor of Philosophy in Earth and Marine Sciences (40.0699). This discontinuation and consolidation action aligns with the newly combined Department of Earth, Marine, and Environmental Sciences. No faculty or staff members will be affected by the discontinuation and consolidation of the program. Currently enrolled students will be able to complete their program of study and newly enrolled students will begin the combined curriculum under the new title.

Recommendation: Staff recommend approval of the University of North Carolina at Chapel Hill's request to discontinue and consolidate the delivery of the Doctor of Philosophy in Marine Sciences (40.0607) effective fall 2023.

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

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

AGENDA ITEM

A-5. Licensure Program Approvals.....Daniel Harrison

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

Background: The following institutions are seeking licensure approval:

Chamberlain University Online, a new applicant for licensure

Johnson and Wales University – Charlotte, an existing licensed institution

Southeastern Freewill Baptist College, a new applicant

The University of South Carolina, an existing licensed institution

Community Based and Development College in California seeks a limited license.

Assessment: After appropriate review of the license applications the UNC System Office recommends approval of these applications.

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

Staff Report and Recommendation for
Chamberlain University Online

Background

Chamberlain University Online, (OPEID 00638500) ("Chamberlain") a new applicant for licensure, seeks to offer a Doctor of Nursing Practice (DNP), Master of Science in Nursing (MSN), Accelerated Master of Science in Nursing (Accelerated MSN), Accelerated RN to Master of Science in Nursing (Accelerated RN-MSN), Bachelor of Science in Nursing (BSN), RN to Bachelor of Science in Nursing (RN-BSN), Graduate Certificate in Adult-Gerontology Primary Care Nurse Practitioner, Graduate Certificate in Adult-Gerontology Acute Care Nurse Practitioner, Graduate Certificate in Family Nurse Practitioner, Graduate Certificate in Psychiatric-Mental Health Nurse Practitioner, Graduate Certificate in Nursing Informatics, Graduate Certificate in Nursing Leadership, Graduate Certificate in Nursing Education, Master of Public Health (MPH), Graduate Certificate in Population Health, Graduate Certificate in Healthcare Policy, Post-Baccalaureate Certificate in Public Health Generalist, Post-Baccalaureate Certificate in Leadership Foundations, and a Master of Social Work (MSW).

Chamberlain is currently operating clinical placements in North Carolina through NC-SARA and has applied for licensure in anticipation of future withdrawal from NC-SARA. Additionally, the institution has a branch campus in Charlotte, NC (OPEID 00638519), currently licensed by the University of North Carolina Board of Governors and approved by the North Carolina Board of Nursing to offer a BSN program. The current NC-SARA enrollment is approximately 530 students across 19 programs. Staff and a review team performed an on-site review in November 2022 and made findings regarding the supervision and adequacy of clinical placement sites, the curriculum, and other matters, to which the institution adequately responded.

Institutional Metrics and Consumer Protection Information

Metric				
8-year outcomes[i]	Graduated	75%		
	Transferred Out	9%		
	Withdrew	15%		
Employment Placement Rate		Does not report on a campus-wide basis.		
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest)		**2021**	**2020**	**2019**
		2.2	1.8	1.7
Three-year cohort default rate		**Class of 2019**	**Class of 2018**	**Class of 2017**
		.5	2.6	3.4

Recommendation

Issue Chamberlain University Online a license to offer a DNP, MSN, Accelerated MSN, Accelerated RN-MSN, BSN, RN-BSN, Graduate Certificate in Adult-Gerontology Primary Care Nurse Practitioner, Graduate Certificate in Adult-Gerontology Acute Care Nurse Practitioner, Graduate Certificate in Family Nurse

Practitioner, Graduate Certificate in Psychiatric-Mental Health Nurse Practitioner, Graduate Certificate in Nursing Informatics, Graduate Certificate in Nursing Leadership, Graduate Certificate in Nursing Education, MPH, Graduate Certificate in Population Health, Graduate Certificate in Healthcare Policy, Post-Baccalaureate Certificate in Public Health Generalist, Post-Baccalaureate Certificate in Leadership Foundations, and an MSW.

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

Staff Report and Recommendation for
Johnson and Wales University – Charlotte

Background

Johnson and Wales University – Charlotte, (OPEID 000340410) ("Johnson and Wales"), an existing licensee in good standing, seeks licensure to expand its program offerings to include an Accelerated Bachelor of Science in Nursing. Staff most recently conducted a site visit in August 2023 and a review team made findings concerning clinical rotations, simulation labs, faculty, curriculum, and other matters, to which the institution adequately responded.

Institutional Metrics and Consumer Protection Information

Metric				
8-year outcomes[i]	Graduated	59%		
	Transferred Out	21%		
	Withdrew	20%		
Employment Placement Rate		95.4%		
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest)		**2021**	**2020**	**2019**
		2.9	2.2	2.4
Three-year cohort default rate		**Class of 2019**	**Class of 2018**	**Class of 2017**
		1.5	6.5	9.4

Recommendation

Issue Johnson and Wales University – Charlotte a license to offer an Accelerated Bachelor of Science in Nursing degree.

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

Staff Report and Recommendation for
Southeastern Free Will Baptist College

Background

Southeastern Free Will Baptist College, (OPEID 04274000) ("Southeastern FWBC") a new applicant for licensure, seeks to offer an Associate of Business Administration (ABA) and a Bachelor of Business Administration (BBA). Degree programs currently offered at Southeastern FWBC, located in Wendell, NC, are exempt from the requirements for licensure, under provisions of North Carolina General Statues Section (G.S.) 116-15 (d) for exemption with respect to religious education. The institution seeks licensure for the ABA and the BBA to enable graduates to earn degrees easily identifiable in the business world. The projected enrollment for the first class of students is eight students. Staff and a review team performed an on-site review in April 2023 and made findings regarding the curriculum, faculty policies, catalog disclosures, and other matters, to which the institution adequately responded.

Institutional Metrics and Consumer Protection Information

Metric				
8-year outcomes[i]	Graduated	48%		
	Transferred Out	31%		
	Withdrew	20%		
Employment Placement Rate		88%		
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest)		**2021**	**2020**	**2019**
		N/A	N/A	N/A
Three-year cohort default rate		**Class of 2019**	**Class of 2018**	**Class of 2017**
		N/A	N/A	N/A

Recommendation

Issue Southeastern Free Will Baptist College a license to offer an Associate of Business Administration and a Bachelor of Business Administration.

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

Staff Report and Recommendation for
The University of South Carolina

Background

The University of South Carolina, (OPEID 00344800) ("South Carolina"), an existing licensee in good standing, seeks licensure to expand its program offerings to include Graduate Certificates in Business Analytics, Cybersecurity Management and Strategic Innovation through the Darla Moore School of Business satellite location in Charlotte, NC. Currently, South Carolina is licensed to offer a Professional MBA program. The addition of graduate certificates will allow students to customize their Professional MBA experience. Staff most recently conducted a site visit in August 2022 and a review team made findings concerning the faculty, curriculum, and other matters, to which the institution adequately responded.

Institutional Metrics and Consumer Protection Information

Metric				
8-year outcomes[i]	Graduated	75%		
	Transferred Out	18%		
	Withdrew	6%		
Employment Placement Rate		75.33% over the 2016-2017, 2017-2018 & 2018-2019 school years		
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest)		**2021**	**2020**	**2019**
		N/A	N/A	N/A
Three-year cohort default rate		**Class of 2019**	**Class of 2018**	**Class of 2017**
		1.6	3.1	3.3

Recommendation

Issue the University of South Carolina a license to offer Graduate Certificates in Business Analytics, Cybersecurity Management and Strategic Innovation.

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

Staff Report and Recommendation for Limited License

Community Based Education and Development College (OPEID 003250300), accredited by the Accrediting Bureau of Health Education Schools (ABHES), seeks a limited license to allow a single student located in North Carolina to complete an Associate of Science in Health Information Technology, with an expiration date of June 23, 2024.

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

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

AGENDA ITEM

A-6. Early College High School Graduates Report ..... Bethany Meighen

Situation: Section 11.16 of S.L. 2015-241 directs the University of North Carolina Board of Governors to adopt a policy that requires each constituent institution to offer to any student who graduated from a cooperative innovative high school program with an associate degree and who applies for admission to a constituent institution the option of being considered for admission as a freshman or as a transfer student. The constituent institution must provide the student with relevant information regarding each option and report annually to the Joint Legislative Education Oversight Committee the number of students in this cohort and which option was chosen by those students when applying to a constituent institution.

Background: The final version of this report must be submitted to the Joint Legislative Education Oversight Committee no later than September 30, 2023, as required in Section 11.16. (b) of S.L 2015-241.

Assessment: The "Early College Graduates Report" provides an overview of the implementation process of Section 11.16 of S.L. 2015-241, including a discussion of the revision process for Section 700.1.1 of the UNC Policy Manual, *Minimum Requirements for First-time Undergraduate Admissions/Minimum Course Requirements*, to meet these new requirements. The report provides data outlining the number of students who graduated from a cooperative, innovative high school program with an associate degree. The report also provides details about how many of those students chose to enter the UNC System as freshmen and how many entered as transfer students.

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

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

A Report to the
Joint Legislative Education Oversight Committee

Submitted by
The University of North Carolina Board of Governors

September 30, 2023

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

EARLY COLLEGE GRADUATES/THE UNIVERSITY OF NORTH CAROLINA ADMISSION POLICY REPORT TO THE JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE
September 30, 2023

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

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

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

This section became effective July 1, 2015, and applied to the 2016-17 academic year and each subsequent academic year.

Implementation of House Bill 97 Section 11.16

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

From this working group, Section 700.1.1 of the UNC Policy Manual, *Minimum Requirements for First-time Undergraduate Admissions/Minimum Course Requirements*, was revised to include the following requirements, which the BOG approved of Governors on July 29, 2016:

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

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

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

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

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

The table in Appendix B reports the number of students who self-identified as candidates for graduation from a cooperative innovative high school program with an associate degree and which option was chosen by those students when applying for admission to one of the 16 UNC System constituent institutions. Each institution submitted this information to the UNC System Office and collected this information either directly from the student's application or through follow-up communications with the student. Constituent institutions received 6902 applications from this cohort of students.

Appendix A: Website Information for Early College Admissions

Institution	Link to Early College Admissions Policy
ASU	https://admissions.appstate.edu/how-apply/first-year-students
ECU	https://admissions.ecu.edu/apply/freshmen/
ECSU	https://www.ecsu.edu/admissions/prospective-students.php
FSU	https://www.uncfsu.edu/fsu-admissions/undergraduate-admissions/early-college
N.C. A&T	https://www.ncat.edu/admissions/undergraduate/freshman/nc-cooperative-innovative-high-school-students.php
NCCU	https://www.nccu.edu/admissions/early-college-students
NCSU	https://admissions.ncsu.edu/apply/early-college/
UNCA	https://www.unca.edu/admission/apply/other-students/
UNC-CH	http://admissions.unc.edu/apply/faqs-n-c-cooperative-innovative-high-school-applicants/
UNCC	https://admissions.uncc.edu/admissions/early-college-high-schools
UNCG	https://admissions.uncg.edu/apply/freshmen/early-college-students/
UNCP	https://www.uncp.edu/admissions/undergraduate-admissions/freshman
UNCSA	https://www.uncsa.edu/admissions/undergraduate/index.aspx
UNCW	https://uncw.edu/admissions/undergraduate/early-college
WCU	https://www.wcu.edu/apply/undergraduate-admissions/first-year-students/early-college.aspx
WSSU	https://www.wssu.edu/admissions/apply/early-college.html

Appendix B: Fall 2023 ECHS Application Information

UNC System Institutions	Total Number of Applicants who Self-Identified They Would Graduate from a Cooperative Innovative High School Program with an Associate Degree	Applicants Requested to be Reviewed as Freshman	Applicants Requested to be Reviewed as Transfer
Appalachian State University	823	759	64
East Carolina University	115	92	23
Elizabeth City State University	146	146	0
Fayetteville State University	88	76	12
North Carolina A&T State University	975	886	89
North Carolina Central University	503	503	0
NC State University	1391	1367	24
University of North Carolina Asheville	376	366	10
University of North Carolina at Chapel Hill	934	933	1
University of North Carolina at Charlotte	1515	1478	37
University of North Carolina at Greensboro	328	328	0
University of North Carolina at Pembroke	213	212	1
University of North Carolina School of the Arts	6	5	1
University of North Carolina Wilmington	201	160	41
Western Carolina University	527	527	0
Winston-Salem State University	0	0	0
TOTAL	8141	7838	303

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

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

AGENDA ITEM

A-7. Comprehensive Articulation Agreement Annual Report ..... Bethany Meighen

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 (NCCCS) to conduct biannual joint reviews of the *CAA* 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 *CAA* 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 over the past year, which corresponds with overall 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 identifies in the report a number of areas of recommendation, including improving baccalaureate degree plans, increasing successful transfer of course credit, continued partnerships with groups focused on transfer student success, and identifying innovative ways to engage with transfer partners at universities and community colleges.

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, 2023

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, 2023

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 *CAA*, complete with appendices, is available here:

https://myapps.northcarolina.edu/transfertoolbox/download/5/caa/684/comprehensive-articulation-agreement_2022_updated.pdf

CAA PROGRESS – 2022-23

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 *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 *CAA*, and a significant number continue to transfer to the UNC System as of the Fall 2022 semester. This large number of transfer students who possess the protections of the *CAA* and their successful transfer to the state universities give a clear indication of the value of the *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 the last three years show overall decreases in associate degree attainment and overall transfer enrollment. As we progress through the post-pandemic era, institutions must deal with significant employee turnover and students who did their best to navigate college through the pandemic. Both conditions contribute to a decrease in knowledge about the CAA and serve as a reminder that college employees and students need additional support to see returns to pre-pandemic degree completion and transfer numbers.

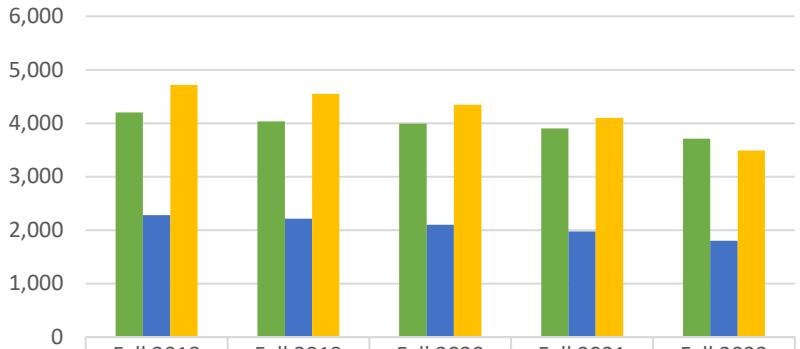
Data illustrate a slight decrease in the number of NCCCS students transferring to the UNC System (see Table 1), down from 9,986 in the Fall 2021 semester to 9,004 in the Fall 2022 semester (a decrease of 982 students). Considering the impact that COVID-19 continues to have on higher education and our communities, continued enrollment declines are understandable.

The number of NCCCS students transferring with a completed associate degree (of any kind) also dropped slightly (see Table 2) during the past year. During the Fall 2021 semester, the total number of NCCCS students transferring with a completed degree (AA/AS or any other associate degree) was 5,883 compared with 5,512 in the Fall 2022 semester. This decrease was seen in students earning an AA/AS degree (down 195 from Fall 2021) and in those earning other associate degrees (down 176 from Fall 2021).

While the overall numbers of students transferring with completed degrees have increased since 2014, the Fall 2022 semester marks the fourth year in a row of declines since the peak in the Fall 2018 semester. The number of NCCCS students who transfer to UNC System institutions with transfer credit but no degree has also declined. During the Fall 2018 semester, 4,717 NCCCS students transferred before completing an associate degree compared to 3,492 from the Fall 2022 semester (see Table 1).

Table 1

New NCCCS Student Enrollment in UNC System Institutions

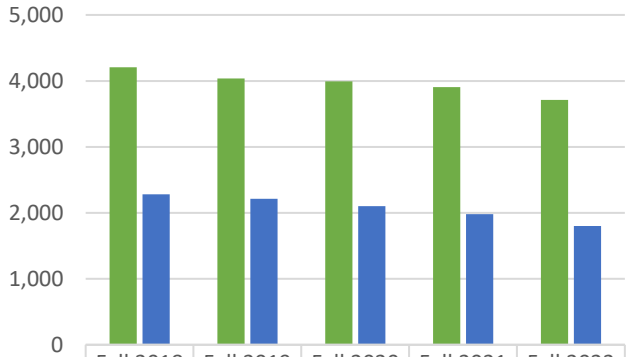


	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
AA/AS degree	4,204	4,035	3,995	3,905	3,710
Other Associate's degree	2,281	2,213	2,103	1,978	1,802
Transfer with no degree	4,717	4,550	4,347	4,103	3,492
Total new transfers	11,202	10,798	10,445	9,986	9,004

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 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
AA/AS degree	4,204	4,035	3,995	3,905	3,710
Other Associate's degree	2,281	2,213	2,103	1,978	1,802
Total transfers with degrees	6,485	6,248	6,098	5,883	5,512

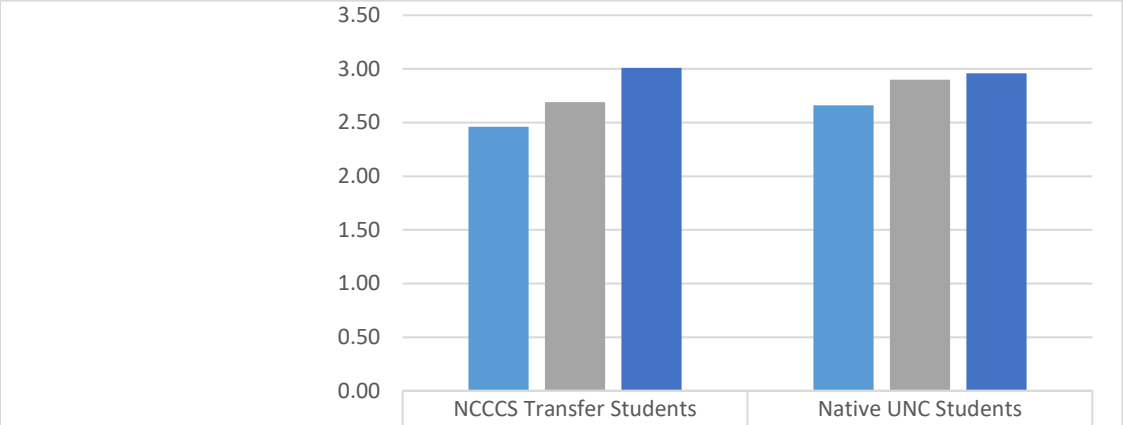
Note: Data within Table 2 include the most current information posted on the UNC public dashboards and may differ slightly from previously reported information.

Transfer Performance Data

The most recent data on transfer student performance (2022-2023 data for students who transferred in the Fall 2021 semester) 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 the Fall 2021 semester 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 upon transferring in the Fall 2021 semester, 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

2022-23 Transfer Student Performance Grade Point Average After First Year



	NCCCS Transfer Students	Native UNC Students
Freshmen (less than 30 credits)	2.46	2.66
Sophomore (30 or more credits)	2.69	2.90
Junior (AA/AS degree)	3.01	2.96

Note: Data indicated are reflective of first-year performance at UNC institutions for transfer students. This measurement was taken during fall 2022 to spring 2023 for the cohort entering in fall 2021.

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 was not included in the compliance visits because it has very few transfer students). Since 2016, the TAC has completed three rounds of reviews with each UNC System institution using a combination of virtual and in-person visits. To date, each institution has been found in compliance with the *CAA* after each site visit review of its policies.

Because of the success of the first three rounds of site visits and the success of a recent transfer survey administered to all NCCCS institutions, the TAC has created a survey for UNC System institutions to complete the fourth round of compliance review. This survey will be administered during the Fall 2023 semester and provide the TAC with updated information on transfer processes at each UNC System institution. In addition to the institution survey, the TAC will seek feedback on the student experience of transfer through a separate survey administered directly to students on UNC System campuses.

Baccalaureate Degree Plans

The *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 have centralized 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 2022 community college transfer survey revealed just how important these plans are for students planning to transfer, and the 2022 legislative report on transfer recommended that a template be developed to be used by all UNC System institutions. Since that point, the UNC System Office has gathered feedback from many different stakeholders (e.g., university and community college advisors and students) and developed a standardized template to be used by all institutions going forward. This template will be rolled out to the universities during the Fall 2023 semester.

CAA Revisions

This year, the following three courses were added to the Universal General Education Transfer Component (UGETC) course list:

- AST 152 – General Astronomy II
- AST 152A – General Astronomy II Lab
- MAT 175 – Precalculus

These changes in *CAA* course status approved by appropriate personnel in both systems, with the expectation that BDPs will continue to be updated to reflect these changes in the next academic term.

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.

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 lack of such supporting funds may prohibit some institutions from allowing their employees to participate in this important work. 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 nine 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 *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:

- 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;
- A more unified approach to transfer, where the TAC not only provides input on issues related to the *CAA* but also any on others related to the successful transfer between the public and private two- and four-year institutions in the state;
- A website and/or mobile application that allows students to see how credit earned at one institution would be counted at another – a true degree audit for transfer credit;
- Additional training for community college and university employees on the benefits and guarantees of the *CAA*; 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

AGENDA ITEM

A-8. UNC Systemwide Mental Health Initiatives ..... Bethany Meighen

Situation: The committee will hear a presentation about the implementation of Systemwide behavioral health initiatives that align with recommendations from the 2021 University of North Carolina System Office report "Healthy Minds, Strong Universities: Charting a Course to More Sustainable Student Mental Health Care". Given that September is Suicide Prevention Month, discussion will include updates on student mental health initiatives that reflect a comprehensive and integrated approach to addressing depression and suicidality among students across the University of North Carolina System.

Background: In September 2020, the University of North Carolina Board of Governors passed a resolution tasking the president with convening a group of experts across the UNC System to assess the status quo in student mental health provision and to develop a set of recommendations for the Board to consider. In May 2021, the task force published their findings and recommendations in the "Healthy Minds, Strong Universities: Charting a Course to More Sustainable Student Mental Health Care" report. Beginning in May of 2021 and extending through the Summer of 2023, the UNC System has received grant money including awards of $5 million, $7.7 million, and $600,000 from the Governor's Emergency Education Relief Fund to implement many of these recommendations.

According to the CDC (2020 data), 6,062 young people ages 15-24 die by suicide each year. In North Carolina, suicide is the third leading cause of death in ages 10-24. The UNC System has prioritized mental health resources and education efforts to address this public health problem. Over the last 23 months, holistic and collaborative student mental health work has been occurring across the UNC System that is increasing protective factors, building confidence, and fostering resiliency among students. Specific efforts are being made to recognize and address depression and suicidality among students with initiatives including partnership with the JED Foundation, QPR training Institutes, Mental Health First Aid and resiliency trainings for faculty, staff and students, empathic communications training for faculty and staff, and programming for student athletes.

Assessment: In this session, the committee will hear updates about the student mental health work that has been occurring across the UNC System with specific focus on suicide prevention. Initial data from these efforts will be shared.

Action: This item is for information only.

UNC System Behavioral Health Updates

September 13, 2023

National Suicide Prevention Month

- September is National Suicide Prevention Month.
- Nationally, suicide is the second-leading cause of death among 15-24 year olds (NAMI, 2022).
- In NC, suicide is the 3rd leading cause of death among 10-24 years olds, and the 2nd leading cause of death among 25-34 year olds (AFSP, 2022).
- UNC System's holistic focus on resilience-building and evidence-based prevention, intervention and response efforts, and systemic cultural change.
  - Question Persuade Refer (QPR)
  - itMatters
  - JED Campus

Protective & Risk Factors for Resilient Students

- Having support
- Self-awareness and help-seeking behavior
- Problem-solving skills
- Access to resources
- Healthy living practices: eating well, avoiding alcohol & drug use, good sleep hygiene, exercise.
- Adequate financial resources
- Social connectedness
- Sense of belonging

- Underlying/unmanaged mental health issue
- Social isolation
- Loneliness
- Lack of support
- Inadequate financial resources
- Academic stressors
- Trauma
- Harassment
- Cyberbullying

Impacts of Social Media

- Technology and social media platforms helped create social connection and reduce isolation during the pandemic.
- Uptick in social anxiety, under-developed social skills, reliance on technology for communication and connectedness.
- Routine use vs. excessive use
  - Routine use positively associated with social well-being & positive mental health.
  - Excessive/problematic use associated with poor social well-being, negative mental health.
- College-student cyberbullying perpetrators associated with problematic social media use, including spending so much time online that real-life relationships are negatively impacted.
- College-student cyberbullying victims have positive association with victimization and time spent on a computer.

Impacts of Social Media

- Both perpetrators and victims experience mental health symptoms:
  - Victims: increased generalized anxiety disorder, social anxiety, and suicidal ideation.
  - Perpetrators: increased aggression, suicidal thoughts, and depressive symptoms.
- Recent resurgence of anonymous, unmoderated social media apps including Yik Yak and FIZZ.
- Ability to make threats, launch verbal assaults, or post pictures, create multifaceted opportunities for attacks.
- Anonymity = relative ease for perpetrators, not having to face victim directly.

Bekalu, M. A. et al. (2019). Association of social media use with social well-being, positive mental health, and self-rated health: Disentangling routine use from emotional connection to use. Health Education & Behavior, 46(2). doi: 10.1177/1090198119863768

Lam, T. N. et al. (2022). College students and cyberbullying: How social media use affects social anxiety and social comparison. *Heliyon, 25*(8). doi: 10.1016/j.heliyon.2022.e12556

UNC System Holistic Approach

What is QPR? Question. Persuade. Refer.

- National suicide prevention program.
- QPR is an emergency mental health intervention for suicidal persons designed to identify and interrupt the crisis and direct that person to proper care.
- The training:
  - equips participants with skills to identify and respond to at-risk students.
  - gives participants the strategies and skills they need to reach out and provide initial help and support to someone who may be experiencing a crisis.
- Program offered to faculty, staff, and students at 116 higher education institutions in NC.

QPR (Question. Persuade. Refer.)

- **Requests for grants for QPR Instructor training totaled $805,912.61**
  - 59 grants were awarded totaling $404,550.93
  - The total number of anticipated Gatekeepers trained is 20,490 and the total number of anticipated Gatekeeper Instructors trained is 612 before June 30, 2024

- **QPR Summer Summit Instructor Training**
  - 13 UNC System institutions participated (inc. UNCSO)
  - UNC System participants: 55
  - NCCCS participants: 45
  - NCICU participants: 26

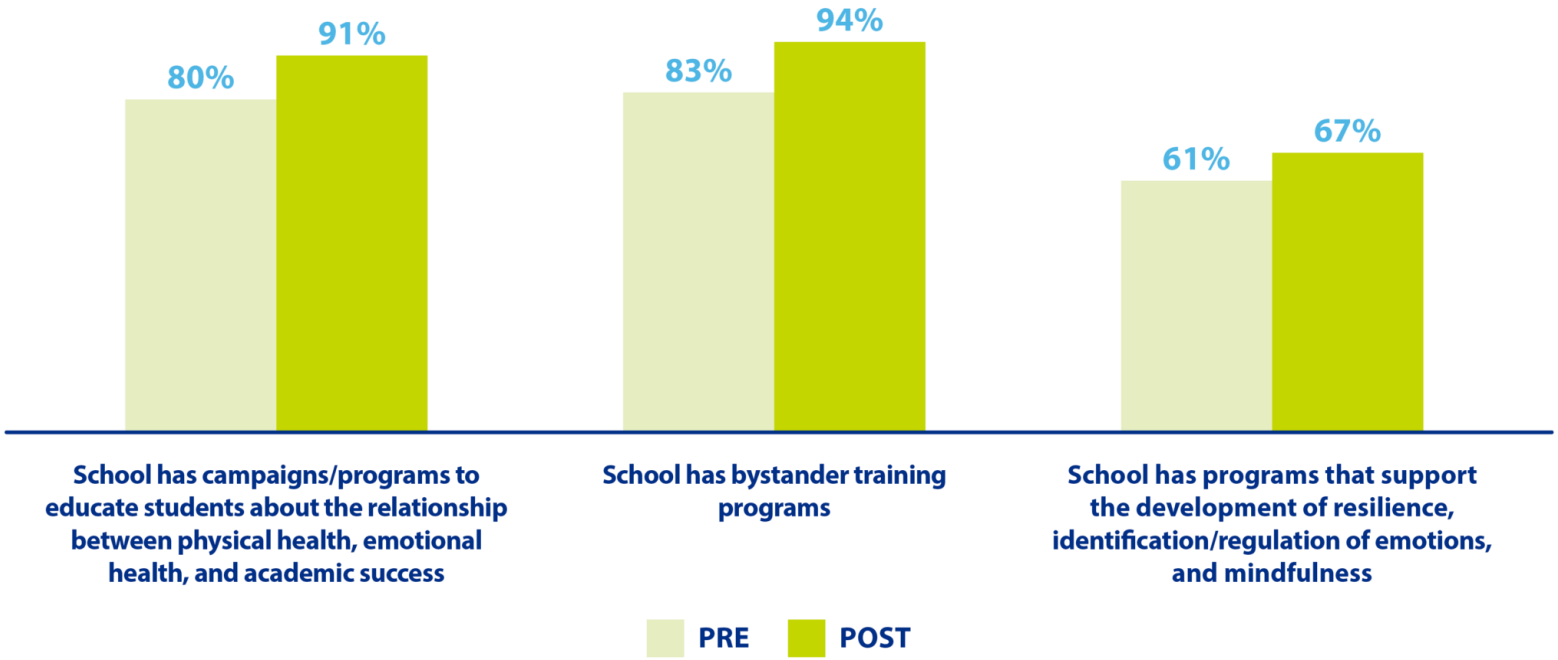
itMatters

- Online, evidence-based, comprehensive behavioral intervention designed to promote student well-being and build resilience.
- Interactive, web-based modules; topics include:
  - Mental Health
  - Sleep Wellness
  - Stress Management
- Campus resources embedded in modules.
- Being utilized by all UNC System institutions.
- Since the start of the fall semester, over 20,000 students have enrolled in the modules.

JED Campus Program

- JED Campus helps schools implement comprehensive systems to prioritize student mental health, prevent suicide, and create positive systemic change in the campus community.
- JED Campus focuses on:
  - Developing life skills and building resilience;
  - Promoting social connectedness;
  - Approaches to identifying students at risk for mental health problems or suicidal behavior;
  - Increasing help-seeking behaviors;
- Partners with the Healthy Minds Network to administer a pre- and post-Healthy Minds Survey to capture accurate, campus-specific data to inform data-driven, solution-focused decisions.
- Strategic plan goal 5: Improve student mental health
  - All institutions will participate in the Healthy Minds Survey and develop campus-level goals and strategies based on survey findings.

2020 JED Campus Impact Report Highlights



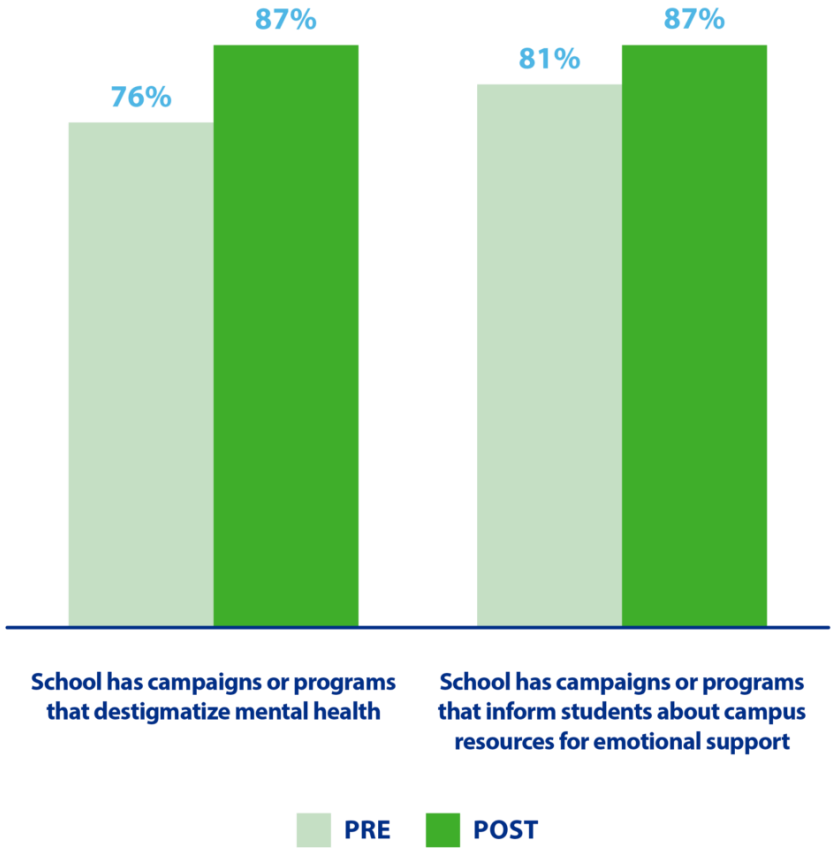
Develop Life Skills

- 91% of JED Campuses have campaigns/programs that educate students about the link between good physical health, mental health and academic success – up from 80% at the start of the program.

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

JED

2020 JED Campus Impact Report Highlights



Increase in help-seeking behaviors

- Number of schools that have campaigns/programs that destigmatize mental health increased from 76% to 87%.

- Schools that have campaigns/programs that inform students about campus resources for mental health support increased from 81% to 87%.

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

JED

THANK YOU

QUESTIONS?

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

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

AGENDA ITEM

A-9. Implementation of the Resolution on Teacher Preparation ..... Andrew Kelly and Emily Solari, University of Virginia

Situation: At the January 2023 meeting, the Committee on Educational Planning, Policies, and Programs received the results of a Systemwide review of teacher preparation in early literacy. The review found that one program was rated "strong," five were rated "good," and the remainder were rated "in need of improvement" or "inadequate." In response, the University of North Carolina Board of Governors passed a resolution calling on the educator preparation programs rated "good" or below to address areas in need of improvement and submit evidence of changes made by July 1. The Board will receive a summary report on the progress made by educator preparation programs as of July 1.

Background: The Board's Resolution on Teacher Preparation (April 17, 2020) called on the University of North Carolina System Office to develop and adopt a common framework for literacy based on the science of reading that educator preparation programs throughout the UNC System would adopt. With the 2021 passage of the Excellent Public Schools Act, state statute also requires teacher preparation programs to provide training to teaching candidates in elementary and special education-general curriculum programs that includes coursework in the science of reading.

In S.L. 2021-180, the Board and the UNC System were charged with contracting with an external evaluator to conduct a baseline review of the implementation of the science of reading into elementary and special education-general curriculum teacher education programs across public and independent universities. The resulting report was presented to the Board in January 2023 and submitted to the General Assembly on February 15, 2023. In response, the Board passed a resolution calling on educator preparation programs rated "good" or below to address areas in need of improvement and submit evidence of changes made by July 1. The UNC System Office contracted with a team of external experts from two universities, led by Dr. Emily Solari from the University of Virginia's Curry School of Education, to assess the evidence submitted by each educator preparation program on or before July 1.

Assessment: The Board will hear a presentation on the results of the January 2023 resolution.

Action: This item is for information only.

Report on Implementation of the Board of Governors' January 2023 Resolution on Teacher Preparation

Prepared by External Review Team, September 2023

At its January 2023 meeting, the Board of Governors approved a resolution that called on 14 educator preparation programs (EPPs) to respond to areas that TPI-US had identified as in need of improvement in its review of literacy coursework across the UNC System. Ensuring that early literacy instruction provided by EPPs is aligned with the most current evidence is not only essential to compliance with the Excellent Public Schools Act, but also in keeping with their critical role in promoting student achievement in literacy across the state.

In compliance with the Board resolution, 14 EPPs submitted revised syllabi and course materials to the System Office on or before July 1, 2023. Programs were asked to summarize revisions made to early literacy coursework in both elementary education and special education in response to the TPI-US review and to show alignment with the UNC System's Literacy Framework and the Excellent Public Schools Act. Further, programs were asked to submit revised and newly developed literacy syllabi and provide access to all course materials and resources. Programs were also asked to identify the instructors for each required course and the overall course sequence for literacy coursework for both elementary education and special education.

Review Process

The review of revised literacy courses in the 14 EPPs focused on the Board's and the System's main objectives: 1) Responsiveness of the programs to the TPI-US reviews; 2.) Alignment of the revised syllabi and course materials to the UNC System's Literacy Framework; and 3.) Quality of the materials and resources included in the revised courses. The external review team consisted of seven reviewers with expertise in developing and implementing early literacy coursework in both elementary education and special education that is aligned with evidence-based literacy practices. Three of these experts served as lead reviewers of the external review team.

Each program was reviewed in three separate phases. First, the three lead reviewers of the external review team examined all documents provided by EPPs submitted to the System Office in response to the TPI-US review. Next, each program was randomly assigned to two external review team members for a more rigorous examination of program materials. Lastly, the three lead reviewers of the external review team examined all program-specific feedback, including the detailed summary documents containing main findings and recommendations that the two reviewers prepared for each program. Each phase of the review process is described in greater detail below.

Phase One: Initial Assessment by Lead Reviewers

Upon submission of EPP program materials, the three lead reviewers conducted an initial review to determine if all revised syllabi and associated materials were submitted, including all supporting documentation and resources. During this phase, the three lead reviewers analyzed

the summary supplied by each program for evidence of overall and program-specific responses to the TPI-US review and determined whether additional information was needed from individual programs in order to complete a comprehensive review of the literacy course content. If it was determined that additional information was needed, it was requested at this time. Additionally, during this phase, the lead reviewers provided guidance to the two external review team members assigned to each program on the level of detail provided by the programs to highlight their responses to TPI-US and specific course revisions.

Phase Two: Detailed Assessment by Program-Specific Reviewers
Upon completion of the initial review of materials, a comprehensive review of each program was conducted by two members of the external review team. This phase of the review included an in-depth look at the revisions made to the programs, including the associated syllabi, course materials, and written response from the EPPs. During this phase, the two external reviewers assigned to a program independently examined all provided documents, syllabi, and referenced course resources in detail to assess the extent to which each program responded to the findings in the TPI- US review, aligned course content with the UNC System's Literacy Framework, and incorporated quality resource and materials into revised syllabi. After independent review, the two reviewers assigned to the program met and came to consensus on a comprehensive feedback form for each EPP. That feedback included detailed information regarding changes to courses made in response to TPI-US, responses to TPI-US's overall program feedback, and embedded objectives from the UNC System's Literacy Framework. The program-specific expert reviewers also provided additional course recommendations and areas for improvement, when appropriate.

Phase Three: Synthesis of Feedback by Lead Reviewers
Finally, after the program specific reviews were complete, the comprehensive feedback forms were shared with the three lead reviewers of the external review team who performed the initial phase of the review. The lead reviewers met to examine all of the program-specific feedback across the 14 EPPs. During this time, the lead reviewers reviewed all feedback forms to determine common themes across the programs, including themes across responses to TPI-US concerns, alignment of programs to the UNC System's Literacy Framework, and the quality of materials and resource utilized in literacy courses. The lead reviewers synthesized the findings and drafted recommendations for the Board and the System Office, including identification of the supports that individual programs may require in further refining literacy coursework syllabi and associated materials, as well as support structures necessary for successful implementation of the revised courses.

To further guide refinement of literacy coursework and successful implementation, each EPP will receive a completed report from the external review team with the following documents and information:

- Review Process Guide: provides EPPs with information about the review process and guidance on how to navigate program feedback.

- Comprehensive Feedback Form: detailed feedback to each EPP related to their responsiveness to the TPI-US review, alignment of syllabi and associated materials to the UNC System's Literacy Framework, and the quality of the syllabi, resources, and materials for each course.
    - Course-specific findings: evaluated all materials provided by the EPP to analyze the program's response to course-specific concerns from TPI-US and whether the responses adequately addressed those concerns, with included additional recommendations.
    - Program-specific findings: evaluated the materials provided by the EPP to analyze program response to overall recommendations from TPI- US and whether or not the responses adequately addressed those recommendations, with included additional recommendations.
    - UNC System's Literacy Framework findings: evaluated the extent to which the EPP aligned coursework to the UNC System's Literacy Framework. This piece of the review includes information on the depth of knowledge each program demonstrated through provided information on course instruction, materials, and assignments for teacher candidates.
- Resource Guide: provides recommendations for evidence-based articles, modules, and instructional tools (observation tools, assessments, etc.) separated into the following categories: language; phonological and phonemic awareness; phonics, orthography, and word recognition; fluency; vocabulary; reading comprehension; writing; diverse learners; assessment; general web resources; and faculty professional development resources.

Overall Findings

The review of revised literacy courses in the 14 EPPs focused on the Board's and the System's main objectives: 1) Responsiveness of the programs to the TPI-US reviews; 2.) Alignment of the revised syllabi and course materials to the UNC System's Literacy Framework; and 3.) Quality of the materials and resources included in the revised courses. Review findings are organized by these three criteria.

Responsiveness of the programs to the TPI-US reviews

The review revealed that all 14 EPPs have met basic compliance with the Board of Governors resolution which called on programs to address course specific and overall program concerns identified by the TPI-US reviews. Below are the main findings related to this criterion:

- In response to a common recommendation from TPI-US to incorporate spiraling of content across literacy courses, most programs attempted to make connections across courses to strengthen and reinforce literacy concepts throughout the coursework where appropriate.
- The responsiveness to the TPI-US reviews is evident through information included in the syllabi that includes terms and lectures related to science-based reading development frameworks and foundational skills.
- The depth to which topics on science-based reading development are developed and the quality of the responses varied by EPP.

- Future refinement must focus on ensuring teacher candidates have strong knowledge of reading development for all learners, including diverse learners, and how to use assessment data to support reading instruction.

Alignment of the revised syllabi and course materials to the UNC System's Literacy Framework
The review revealed that some of the programs have made more progress toward incorporating all components of the UNC System's Literacy Framework into their revised courses than others. Below are the main findings related to this criterion:

- All programs made some progress toward improving literacy course content and materials; however, reviews of individual programs suggest that some programs are farther ahead in developing syllabi and course materials that are aligned with current evidence and together provide a rigorous, evidence-based sequence of literacy courses.
- In general, the special education courses across the university system have stronger alignment to the UNC System's Literacy Framework than the elementary education courses. The special education foundational reading courses included weeks devoted to each of the seven components of the UNC System's Literacy Framework (i.e., concepts of print; language; phonological and phonemic awareness; phonics, orthography, and automatic word recognition; fluency; vocabulary; reading comprehension; writing). EPPs that have both special education and elementary education courses may benefit from aligning the content across the programs to ensure all teacher education candidates have access to comprehensive foundational reading courses.

Quality of the materials and resources included in the revised courses
The review revealed that most of the programs are in need of continued support to identify and embed high-quality, evidence-based resources into their course materials. Below are the main findings related to this criterion:

- Variation still remains across the system's literacy coursework and quality of the syllabi and associated materials. While some variation is likely given the diversity of programs in the system, results suggest that individual programs will require varying levels of support to further refine and implement evidence-based literacy courses in elementary education and special education teacher preparation coursework.
- Course resources and instructional materials (including videos, weblinks, required and recommended course texts and readings) included in the syllabi meet many overall and course-specific recommendations from TPI-US; however, the quality of materials still varies across programs. In addition, instructors must be realistic regarding what can be accomplished in individual class sessions.

Recommendations and Next Steps
The 14 EPPs should be commended for their efforts to better align course syllabi and materials to the UNC System's Literacy Framework and respond to the TPI-US review. The full implementation of evidence-based literacy coursework requires not only the development of adequate syllabi, but support for implementation of the literacy coursework, continued examination of the supporting course resources to ensure high quality, and incorporation of

field experiences across elementary education and special education programs with high fidelity. In order to meet this goal, it is recommended that EPPs:

- Utilize the detailed feedback form to continue refining and adjusting courses and associated resources. Course content and resources should be regularly reviewed and updated in order to be responsive to updated research findings.
- Continue to improve course content through integration of higher-quality course materials, attention to pacing, and purposeful integration of instruction in evidence-based reading development.
- Pay close attention to how courses are developed to meet the needs of diverse student populations, and using data to drive instructional practices, both essential components of evidence-based early literacy instruction.
- Ensure that programs have dedicated time and an adequate number of courses devoted to foundational reading skills in order to sufficiently cover the content in the UNC System's Literacy Framework. It is difficult to get all this content into one foundational reading course; programs should either provide more than one foundational reading course or carefully plan how to embed content across other literacy courses.
- Ensure that fieldwork or practicum experiences require teacher candidates to teach reading aligned with evidence-based practices, allow time to practice explicit and systematic teaching of literacy, and opportunities to understand how to use data to drive instruction.

Successful implementation of evidence-based literacy courses in EPPs will require adequate infrastructure and faculty support at the campus and school/college level. As such, the following recommendations relate to campus-level supports for successful implementation:

- Prioritize literacy coursework needs in the recruitment of education faculty. Successful implementation of the revised coursework will require faculty that have the requisite knowledge in teacher education and evidence-based literacy practices.
- Provide professional development opportunities for literacy faculty to further develop their knowledge of the most current evidence-based practices.
- Facilitate collaboration between general education and special education faculty in order to develop robust foundational reading courses for all teacher candidates in elementary and special education programs.
- Ensure that current and future campus leaders understand the necessary supports to continue to refine literacy coursework sequences across elementary education and special education.

To support the continued refinement of literacy coursework in elementary education and special education, it is recommended that the System Office:

- Provide resources for ongoing consultation and support for the implementation of revised coursework. This support could be in the form of subject-matter experts from outside the EPPs who can support and coach elementary and special education faculty as well as cross-institution collaboration between EPP's to build from the relative strengths of specific programs.

- Provide guidance and suggested resources for further modification of course syllabi and associated materials. Specifically, there is a need to help identify evidence-based course texts and materials for foundational reading courses.
- Provide support on integration of evidence-based, high-quality resources into coursework and continue to build the Resource Guide, through both outside subject matter experts in elementary and special education and cross-institution collaboration.
- Continue to develop and foster communities of practice across the EPPs in order to support implementation of revised syllabi and associated materials. Fostering these communities of practice could be achieved through structured observations of foundational courses and scheduled time to debrief, with EPPs that have different strengths being paired to support each other in building up content.

Conclusion

The review revealed encouraging progress for EPPs across the System. Most programs responded to the specific feedback provided by TPI-US to refine literacy course sequences and develop syllabi that were better aligned with the most current evidence base. While the refinement of syllabi and associated course materials is promising, it is just one step toward ensuring that teacher education candidates are adequately prepared to teach school-aged children early literacy skills. Revising literacy coursework and implementing literacy courses with high fidelity requires time, knowledge, and adequate support.

To continue the momentum, campus- and program-level leaders and the System Office are encouraged to continue to support faculty and EPPs in further development and implementation of revised coursework, especially the inclusion of high-quality resources, including textbooks and assigned readings, into instruction. Continued collaboration between the System Office, campus and program leadership, and literacy and special education faculty is essential to ensure that foundational literacy skills are addressed in depth in both elementary general and special education literacy courses and that courses are taught by faculty that have in-depth knowledge of the most current evidence-based practices.

REPORT ON IMPLEMENTATION OF THE **BOARD OF GOVERNORS'** JANUARY 2023 RESOLUTION ON TEACHER PREPARATION

REVIEW TEAM

Carlin Conner, Ph.D.
Emily Solari, Ph.D.
Jennifer Stewart, Ph.D.

Lead Review Team

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Tisha Hayes, Ph.D.
Ramona Pittman, Ph.D.

Review Team

GOALS AND OBJECTIVES

The external review team focused on three main objectives:

Responsiveness to TPI-US

Responsiveness of the programs to the TPI-US reviews

Alignment to the UNC Literacy Framework

Alignment of the revised syllabi and course materials to the UNC System's Literacy Framework

Quality of Materials & Resources

Quality of the materials and resources included in the revised courses

OVERVIEW

01 3 Phases of Review	02 Review Rubrics	03 Findings
04 EPPs Recommendations	05 Campus Leadership Recommendations	06 System Office Recommendations

THREE PHASES OF REVIEW

Phase 1: Initial Assessment by Lead Reviewers

- Conducted initial review to determine if revised syllabi and materials were submitted
- Analyzed summary supplied by each program for evidence of responses to TPI-US and determined if additional information was needed
- Provided guidance to the external review team members assigned to each program on the detail provided to highlight program response to TPI-US and specific course revisions

Phase 2: Detailed Assessment by Program-Specific Reviewers

- Comprehensive review of each program conducted by two members of the external review team
  - Included: in-depth look at the revisions made by the program and the written response from the EPPs
- Consensus on the comprehensive feedback form provided after independent review of all materials
  - Areas for improvement are provided when appropriate

Phase 3: Synthesis of Feedback by Lead Reviewers

- Lead reviewers met to examine all the program-specific feedback across all 14 programs
- Leads determined common themes across responses to TPI-US concerns, alignment to the UNC System's Literacy Framework, and the quality of materials and resources utilized in literacy courses

REVIEW RUBRICS & FEEDBACK

Course Specific Findings

- Analyzed the level of response to each course level recommendation from TPI-US through provided program materials (including syllabi, resources, handouts, and video)
- Evidence of program response and suggestions to strengthen provided

Program Specific Findings

- Level of response to program level recommendations from TPI-US analyzed
- Reviewers describe how program level recommendations were met and if programs sufficiently met TPI-US recommendations
- Suggestions for other additions to strengthen the program provided

UNC System's Literacy Framework Findings

- Depth of knowledge across literacy components demonstrated by each program through provided materials
- Reviewers provide course specific recommendations related to the UNC System's Literacy Framework
- Suggestions for revisions to strengthen instruction, materials, and assessments provided

FINDINGS

FINDING 1.

All 14 EPPs have met basic compliance with the Board of Governors resolution which called on programs to address course specific and overall program concerns identified by the TPI-US reviews.

01 Most programs attempted to make connections across courses to strengthen and reinforce literacy concepts throughout the coursework where appropriate.

02 Syllabi include terms and lectures related to science-based reading development frameworks and foundational skills.

03 The depth to which topics on science-based reading development are developed and the quality of the responses varied by EPP.

04 Future refinement must focus on ensuring teacher candidates have strong knowledge of reading development for all learners, including diverse learners, and how to use assessment data to support reading instruction.

FINDING 2.

The review revealed that some of the programs have made more progress toward incorporating all components of the UNC System's Literacy Framework into their revised courses than others.

01 All programs made some progress toward improving course content, but some are farther ahead in aligning with current evidence on reading research and developing a rigorous, evidence-based sequence of literacy courses.

02 The special education courses across the system have stronger alignment to the UNC System's Literacy Framework than the elementary education courses.

03 EPPs that have both special education and elementary education courses should align the content across the programs – providing access to comprehensive foundational reading courses.

FINDING 3.

Most of the programs are in need of continued support to identify and embed high-quality, evidence-based resources into their course materials.

01 Variation remains across the system's literacy coursework and quality of the syllabi and associated materials.

02 Individual programs will require varying levels of support to further refine and implement evidence-based literacy courses in teacher preparation coursework.

03 Course resources and instructional materials (including videos, weblinks, required and recommended course texts and readings) included in the syllabi meet many recommendations from TPI-US; however, the quality of materials varies across programs.

NEXT STEPS & RECOMMENDATIONS

RECOMMENDATIONS: EPPS.

01 Continue refining and adjusting courses and associated resources. Course content and resources should be regularly reviewed and updated to be responsive to current research findings.

02 Continue to improve course content through integration of higher-quality course materials, attention to pacing, and purposeful integration of instruction in evidence-based reading development.

03 Develop courses that meet the needs of diverse student populations and teach using data to drive instruction, both essential components of evidence-based early literacy instruction.

04 Ensure that programs have dedicated time and an adequate number of courses on foundational reading skills to sufficiently cover the content in the UNC System's Literacy Framework.

05 Ensure that fieldwork/practicum requires teacher candidates to teach reading aligned with evidence-based practices, allow time to practice explicit and systematic teaching of literacy, and provide opportunities to understand how to use data to drive instruction.

RECOMMENDATIONS: CAMPUS-LEVEL LEADERSHIP.

01 Prioritize literacy coursework needs in the recruitment of education faculty. Successful implementation of the revised coursework will require faculty that have the requisite knowledge in teacher education and evidence-based literacy practices.

02 Provide professional development opportunities for literacy faculty to further develop their knowledge of the most current evidence-based practices.

03 Facilitate collaboration between general education and special education faculty to develop robust foundational reading courses for teacher candidates in elementary and special education.

04 Ensure that current and future campus leaders understand the necessary supports to continue to refine literacy coursework sequences across elementary education and special education.

RECOMMENDATIONS: SYSTEMS OFFICE.

01 Provide resources for ongoing consultation and support for the implementation of revised coursework.

02 Provide guidance and suggested resources for further modification of course syllabi and associated materials. *Specifically*, there is a need to help identify evidence-based course texts and materials for foundational reading courses.

03 Provide support on integration of evidence-based, high-quality resources into coursework and continue to build the Resource Guide, through both outside subject matter experts in elementary and special education and cross-institution collaboration.

04 Continue to develop and foster communities of practice across the EPPs in order to support implementation of revised syllabi and associated materials.

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

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

AGENDA ITEM

A-10. UNC System Enrollment Preview ..... David English and Andrew Kelly

Situation: One of the primary responsibilities of the University of North Carolina Board of Governors 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.

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. University of North Carolina System institutions have begun the fall semester, and preliminary enrollment data is now available, along with emerging trends

Assessment: Preliminary data on enrollment for the fall 2023 semester and enrollment trends in the UNC System will be provided.

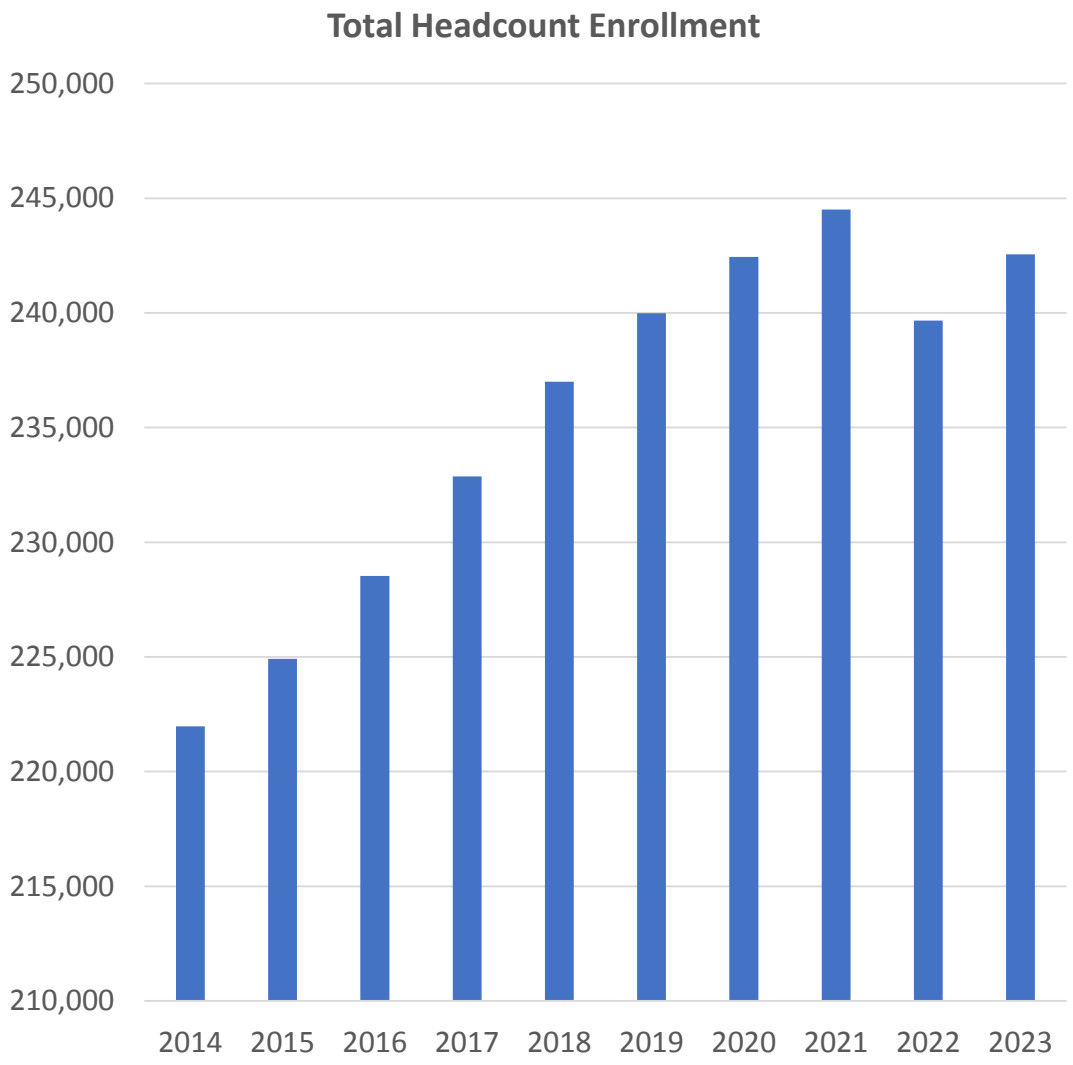
Action: This item is for discussion only.

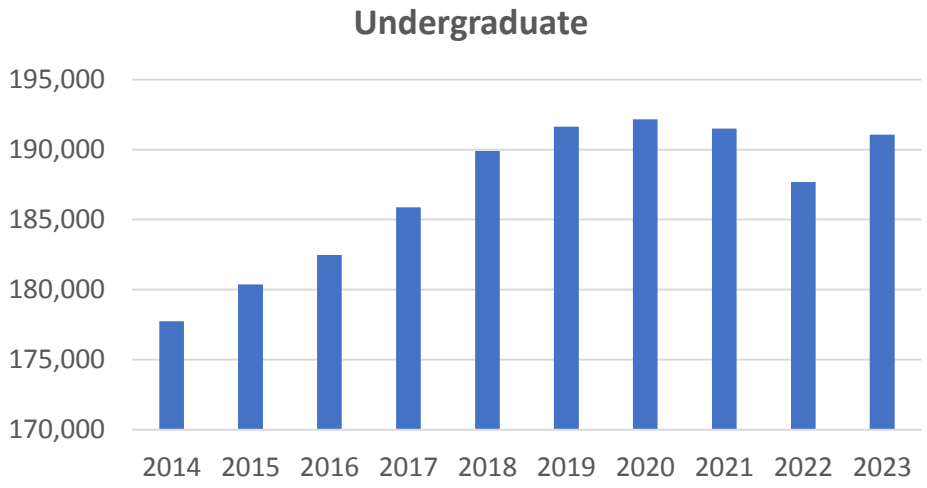
UNC System
Fall Enrollment Preliminary Data

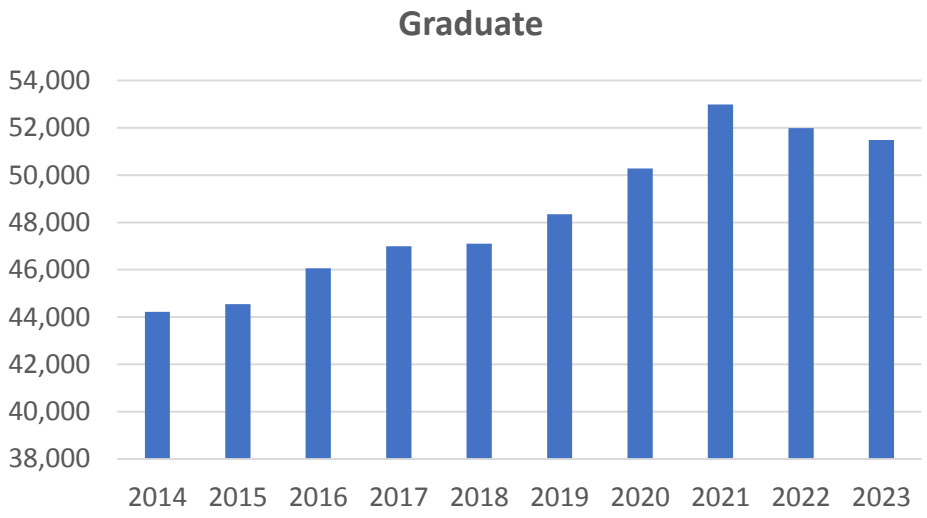
September 13, 2023

Committee on Educational Planning,
Policies, and Programs

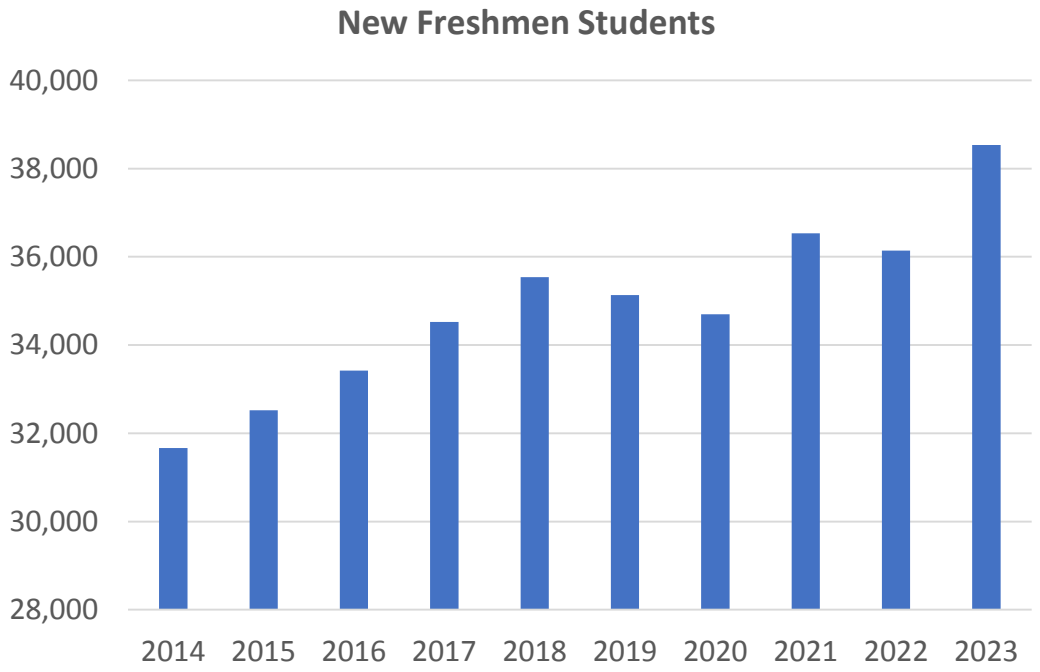
Fall 2023 Enrollment Preliminary Data

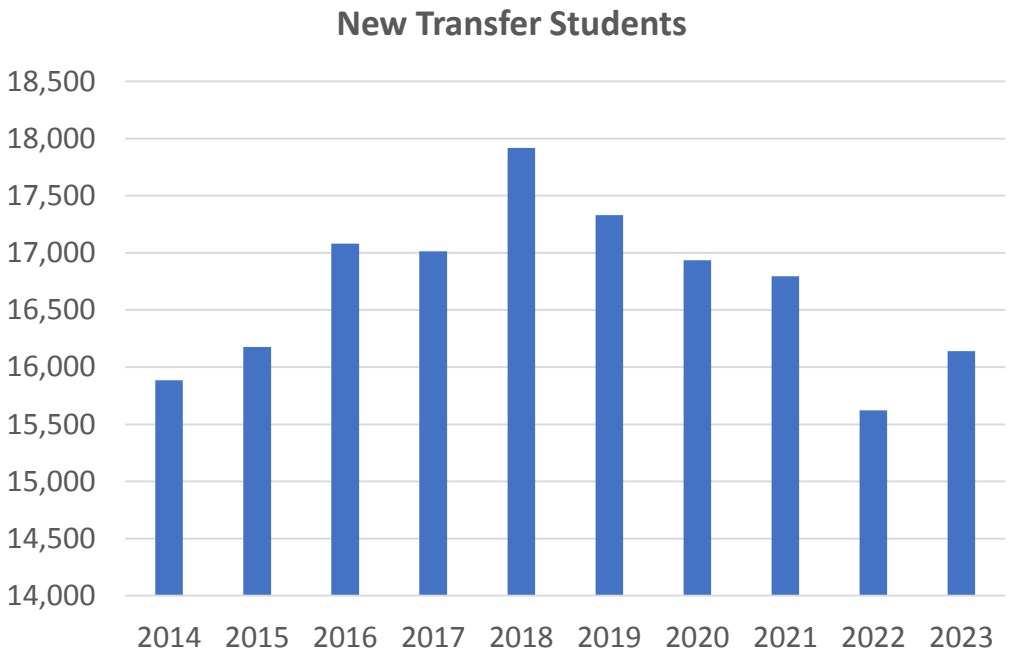




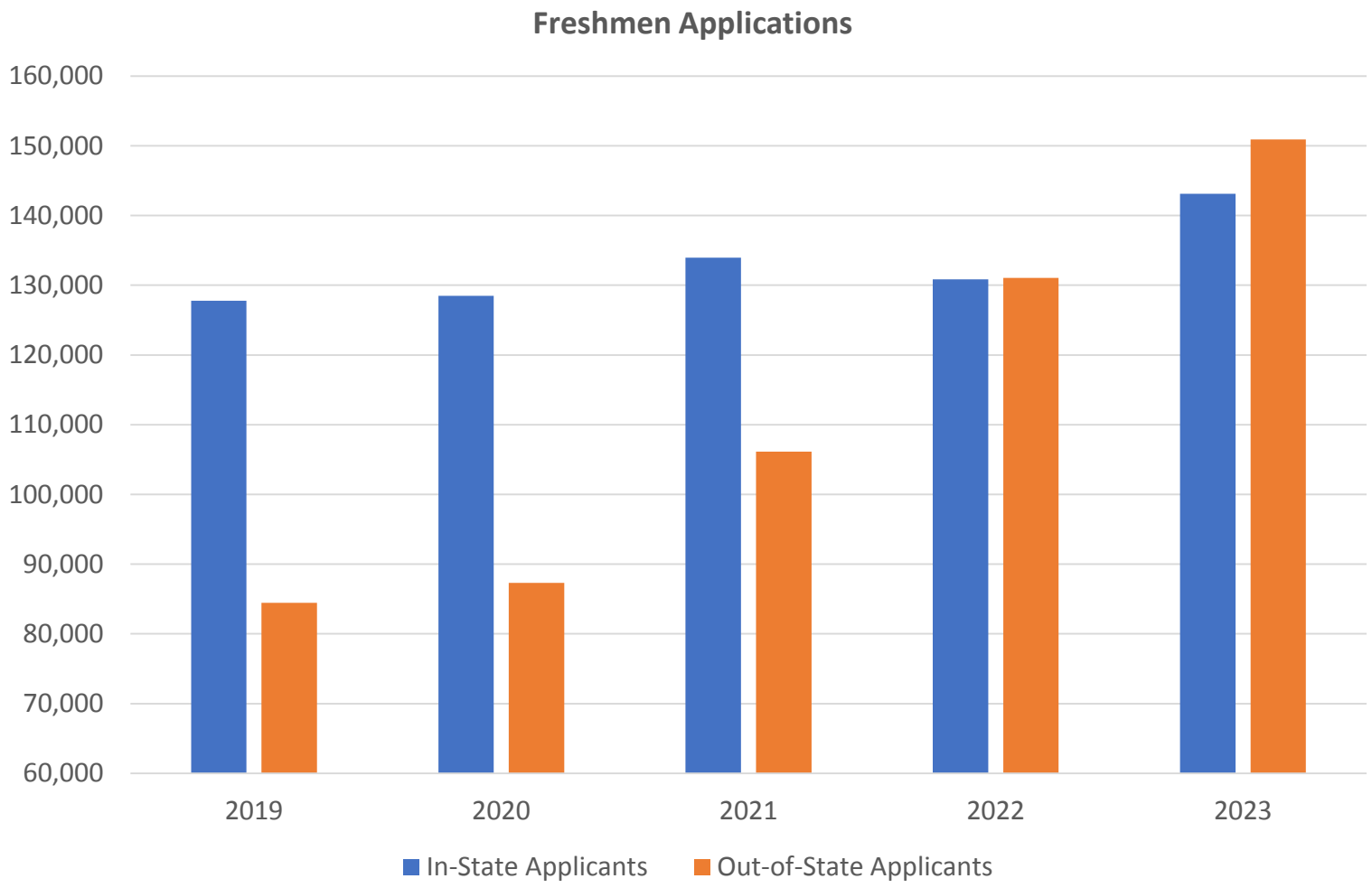


Fall 2023 Enrollment Preliminary Data





Fall 2023 Enrollment Preliminary Data



Demographic Trends and Projections

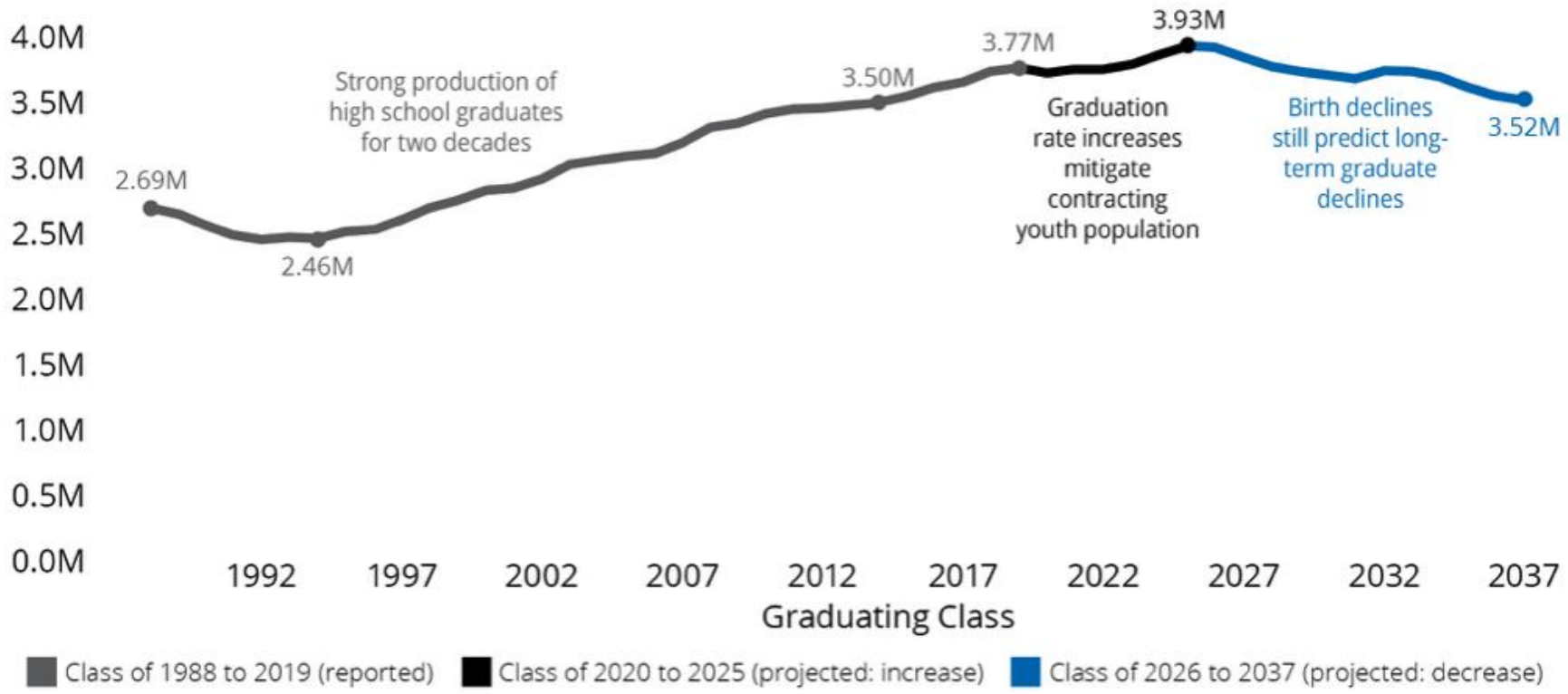
- UNC System enrollment has been supported by a rapidly expanding base of North Carolina high school graduates over the past decade

- 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)

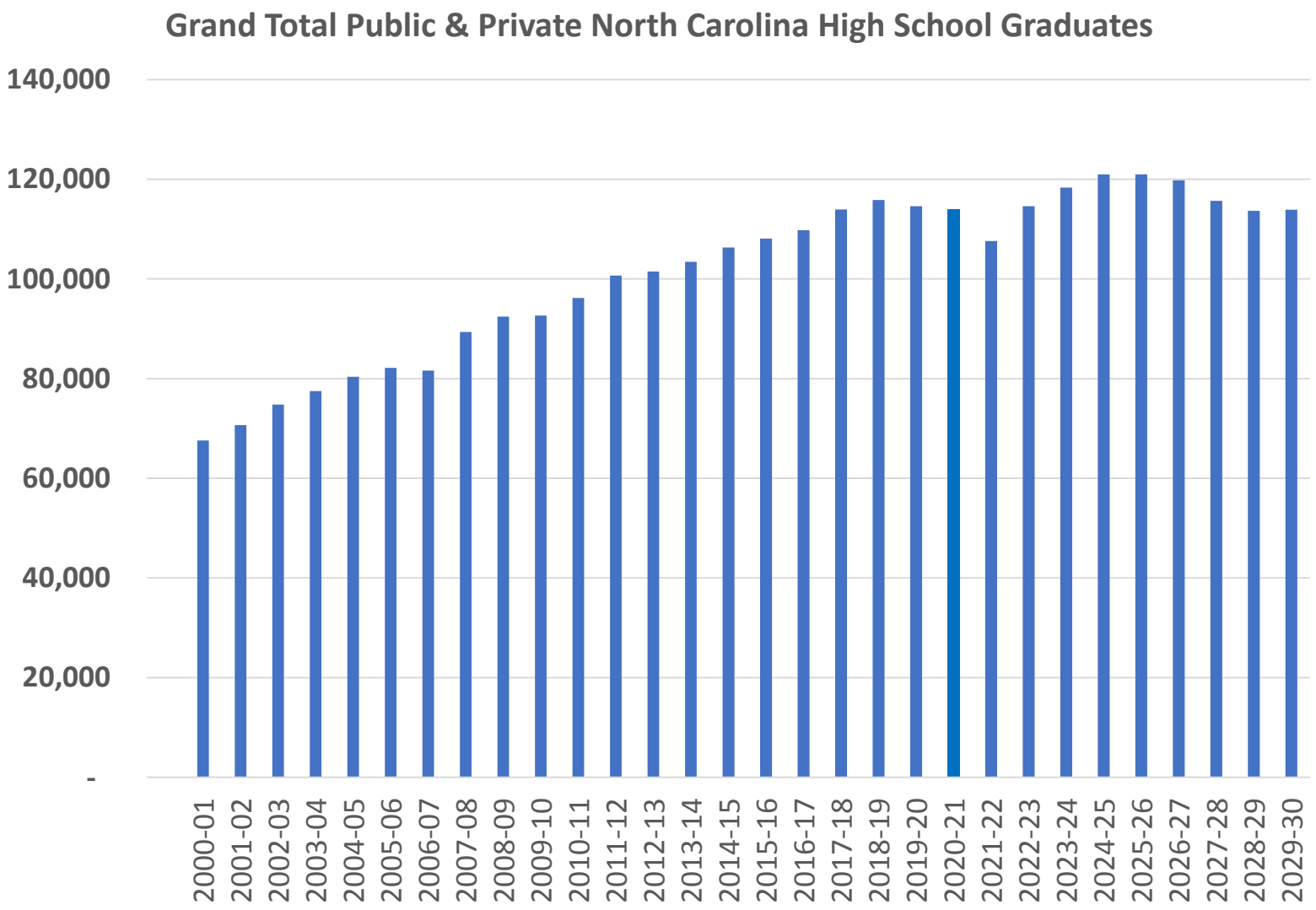


Source: Western Interstate Commission for Higher Education, Knocking at the College Door, 10th edition, 2020. See Technical Appendix for detailed sources of data through the Class of 2019; WICHE projections, Class of 2020 through 2037. (View states or regions)

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

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

Enrollment Trends of NC High School Graduates

September 13, 2023
Committee on Educational Planning, Policies, and Programs

New Data Available Through Data-share With DPI

- DPI has matched eight cohorts of high school graduates through the **National Student Clearinghouse**, which enables a more detailed look at our market and market share.
- We can examine graduate destinations (UNC, NCCCS, in-state/out-of-state).
- Merging with our application data, we can also observe where students who apply wind up enrolling.
- The Clearinghouse match is now a recurring budget item, meaning we will be able to access these data on a go-forward basis.

Level Set: College Enrollment Patterns in North Carolina

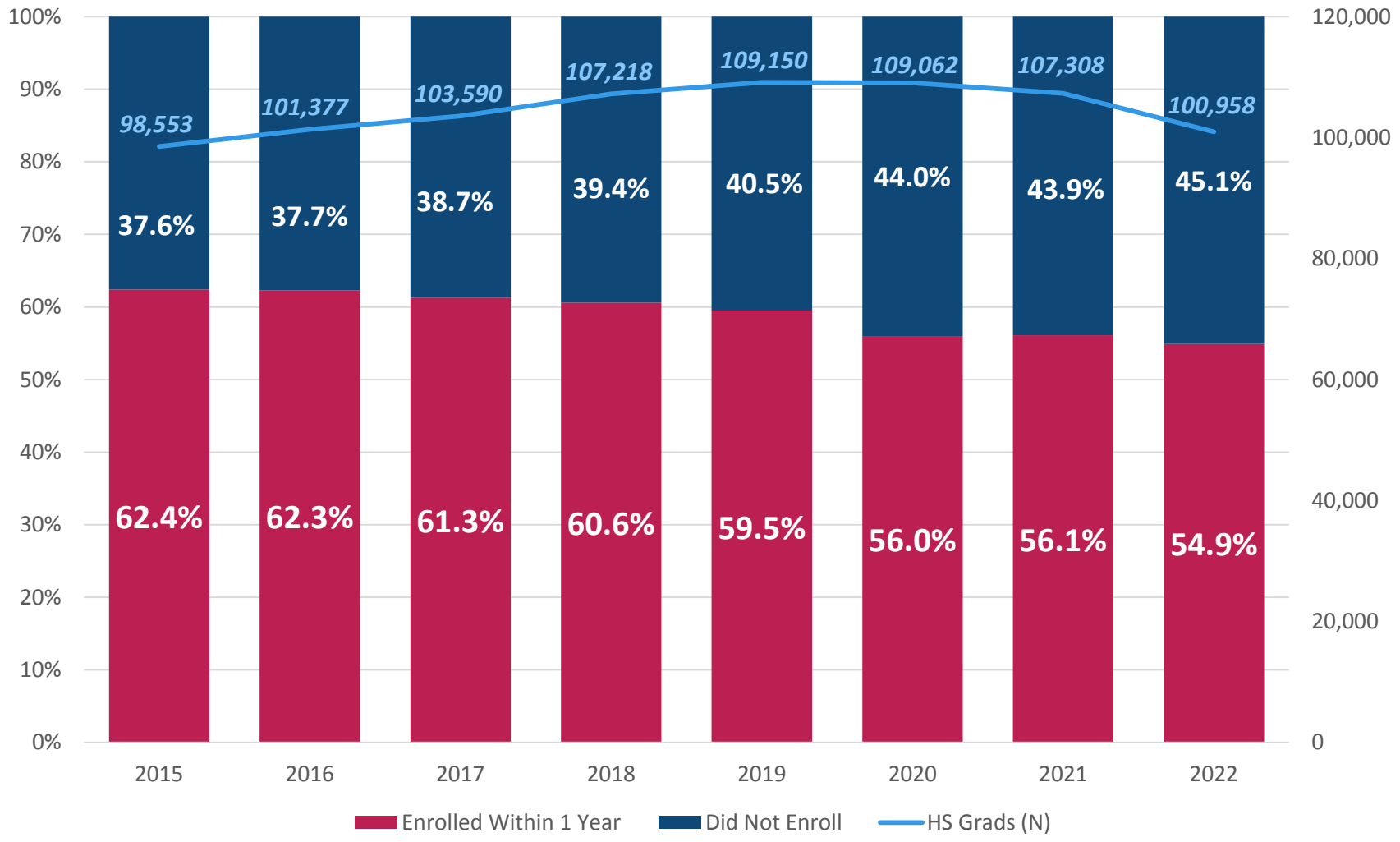
- We define "college-going" as a student who enrolls in postsecondary education within one year of graduating high school.

  - **A smaller share of NC high school graduates are enrolling in college.** While the number of high school graduates continued to increase between 2015 and 2021, the postsecondary enrollment *rate* has been decreasing since then (55% in 2022, down from 62% in 2015)

  - **The proportion of HS grads enrolling in a UNC institution has decreased since 2015.** Since 2015, the share of NC high school graduates attending UNC System Institutions has dropped slightly from 24.0% to 22.3%

  - **If we look only at those enrolling on-time, the UNC System has *gained* market share relative to other institutions.** Because more high school graduates are foregoing college immediately after high school, the UNC System is enrolling a larger proportion of a smaller pool of students.

College-going Rate of NC HS Graduates (2015-22)



Level Set: Where did HS Graduates Go?

	All NC High School Graduates			College Attendees		
	2015	**2022**	**+/-**	**2015**	**2022**	**+/-**
Did Not Enroll*	37.6%	45.1%	**7.5%**	--	--	--
NCCCS	25.2%	21.5%	*-3.6%*	40.3%	39.2%	*-1.1%*
In-State Private 4-yr/Other	6.6%	4.5%	*-2.2%*	10.6%	8.1%	*-2.5%*
Out-Of-State	6.6%	6.6%	0.0%	10.5%	12.0%	**1.5%**
UNC System	**24.0%**	**22.3%**	***-1.7%***	**38.5%**	**40.7%**	**2.2%**
Total HS Grads/Attendees	***98,553***	***100,958***		***61,468***	***55,378***	

- Looking only at NC public high school graduates who enroll in a postsecondary institution, ***the market share of the UNC System has increased*** from 38.5% to 40.7%.
- However, the total number of high school graduates enrolling has dropped (from 61,468 to 55,378), meaning ***the UNC System is enrolling a larger portion of an overall smaller pool of students.***

*"Did not enroll" may include students whose data are not in the dataset due to opting out under FERPA.

Zoom In: Out-Of-State Enrollments

	2015	2017	2019	2021	2022	*2015-22 Totals*
All Grads Enrolling within 1 Yr	***61,468***	***63,531***	***64,943***	***60,199***	***55,378***	***494,722***
N Enrolling within 1yr Out of State	6,467	6,853	7,191	7,463	6,641	***55,146***
% Enrolling within 1yr Out of State	*10.5%*	*10.8%*	*11.1%*	*12.4%*	*12.0%*	***11.1%***

- Between 2015 and 2022, 11.1% of the 494,722 postsecondary enrollments among NC public high school graduates were at an out-of-state institution.

- The number of NC high school graduates enrolling in an out-of-state institution grew between 2015 and 2021 before declining slightly in 2022.

- The share of high school grads going out of state hovered between 10.5% and 12.5% during that period, with some evidence of an increase in the popularity of out-of-state options in the most recent years.

Zoom In: Out-Of-State Enrollments by State

	2015		2022		
State	**N**	**% All States**	**N**	**% All States**	**% change 15-22**
SC	1,225	*18.0%*	1,051	*15.0%*	***-14.2%***
VA	1,138	*16.7%*	1,049	*14.9%*	***-7.8%***
TN	403	*5.9%*	564	*8.0%*	**40.0%**
GA	449	*6.6%*	437	*6.2%*	***-2.7%***
FL	354	*5.2%*	396	*5.6%*	**11.9%**
Top 5 Totals	3,569	*52.4%*	3,497	*49.8%*	***-2.0%***
All States (-NC)	***6,815***	--	***7,026***	--	**3.1%**

- **Roughly half of all outmigration enrolls in NC's border states and Florida**

- In 2022, the top destination of out-of-state enrollments was South Carolina (N=1,051), followed closely by Virginia (N=1,049).

- There was a notable increase in outmigration to Tennessee between 2017 and 2022 while the number and share attending institutions in SC and VA has dropped.

Example: 2022 NC Applicants, Admissions, & Redirects at UNC-CH

	N	%
Total Applied	***11,201***	***100.0%***
Total Applied + Admitted	**4,708**	**42.0%**
Total Enrolled at Chosen Instiutution	***2,793***	***59.3%***
UNC System	970	20.6%
Out-Of-State	559	11.9%
In-State Private 4-Year	196	4.2%
Did Not Enroll	151	3.2%
NCCCS	39	0.8%
Total Applied + Redirected: Enrolled Elsewhere	**6,493**	**58.0%**
UNC System	4,185	64.5%
Out-Of-State	1,019	15.7%
In-State Private 4-Year	404	6.2%
Did Not Enroll	304	4.7%
NCCCS	577	8.9%
Other In-State	4	0.1%

*"Did not enroll" may include students whose data are not in the dataset due to opting out under FERPA.

Further Analysis

- Of students who apply and are admitted to our universities, how many enroll elsewhere?

- Of those who apply and are not admitted to one of our universities, how many stay in the System? How many enroll elsewhere?

- How do the demographics of students who enroll out of state compare to those who enroll in our System?

QUESTIONS?