

January 24, 2024 at 9:30 a.m.
Via Videoconference and PBS North Carolina Livestream
University of North Carolina System Office
223 S. West Street, Board Room (17th Floor)
Raleigh, North Carolina

AGENDA

OPEN SESSION

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| A-1. Approval of the Minutes of Open and Closed Sessions of November 15, 2023 | Kirk Bradley |
| A-2. Academic Affairs Update | David English |
| A-3. Licensure Program Approvals | Daniel Harrison |
| A-4. UNC System Academic Degree Program Actions | Daniel Harrison |
| A-5. North Carolina Teaching Fellows Annual Report | Bennett Jones |
| A-6. Foundations of American Democracy | Wade Maki and Daniel Harrison |
| A-7. SAT/ACT Testing Policy Discussion | David English, Andrew Kelly, and Nathan Kuncel |

CLOSED SESSION

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| A-8. 2024 Board of Governors Awards for Excellence in Teaching | David English |
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OPEN SESSION

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| A-9. Adjourn..... | Kirk Bradley |
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Closed Session Motion**Motion to go into closed session to:**

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

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

DRAFT OPEN MINUTES

November 15, 2023 at 9:00 a.m.
Via Videoconference and PBS North Carolina Livestream
The University of North Carolina at Greensboro
Nursing and Instructional Building, Room 510
Greensboro, North Carolina

This meeting of the Committee on Educational Planning, Policies, and Programs was presided over by Chair Kirk Bradley. The following committee members, constituting a quorum, were also present in person or by phone: Lee Barnes, Gene Davis, Estefany Gordilla-Rivas, Wendy Murphy, Art Pope, and Woody White.

Chancellors participating were Kevin Guskiewicz, Kimberly van Noort, and Aswani Volety. Wade Maki, chair of the UNC Faculty Assembly, also participated.

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

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

The chair called the meeting to order at 9:03 a.m. on Wednesday, November 15, 2023, and called for a motion to approve the open session minutes of October 19, 2023.

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

Motion: Art Pope

Motion carried

2. Academic Affairs Update (Item A-2)

Dr. David English delivered an update on Academic Affairs across the 17 UNC System institutions and reminded the committee that the Faculty Recruitment and Retention Fund will be discussed during the Committee on University Personnel at 4pm for those interested.

3. UNC System Academic Degree Program Actions (Item A-3)

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

- University of North Carolina at Greensboro, Bachelor of Science in Statistics
- University of North Carolina at Charlotte, Bachelor of Science in Business Administration

- NC State University, Master of Science in Engineering
- North Carolina Agricultural and Technical State University, Master of Science in Criminal Justice
- North Carolina Agricultural and Technical State University, Doctor of Philosophy in Criminal Justice.

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

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

Motion: Wendy Murphy

Motion carried

4. UNC System Fall Enrollment Report (Item A-4)

The UNC System fall 2023 enrollment was discussed. While 2022 enrollment saw a decrease for the first time in nine years, fall total enrollment increased by just over one percent and enrollment with high new first-time freshman enrollment increasing by six percent.

5. Proposed Actions Taken Pursuant to Section 700.1.3 of the UNC Policy Manual, *Policy on Out-of-State Undergraduate Enrollment* (Item A-5)

Out-of-state undergraduate enrollment caps were reviewed. Two UNC System institutions were identified as having exceeded their nonresident enrollment cap this year. University of North Carolina Wilmington exceeded the cap for the second consecutive year and will be subject to a financial penalty; University of North Carolina at Chapel Hill has been warned.

6. UNC Systemwide Mental Health Initiatives (Item A-6)

An update on systemwide student behavioral health initiatives was presented including the extension of after-hours telephonic behavioral health service and its cathartic effect on student wellbeing.

7. Implementation of the Resolution on Teacher Preparation (Item A-7)

Dr. David English and Dr. Andrew Kelly provided the committee with an update on the steps taken in response to the committee's resolutions on teacher preparation put forth at the September 2023 meeting. Dr. English discussed the effects of the \$15 million dollar infusion to the Faculty Retention and Recruitment Fund, its potential transformative effects, and opportunities to leverage the recruitment of teacher preparation faculty. Dr. Kelly reviewed the active, customized steps to assist our universities in addressing the science of reading expertise shortages. Plans include mapping directions, an extensive resource list, individualized meetings, and continuous feedback to chancellors on deliverables and expectations. Updates to the committee will continue throughout 2024.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs move into closed session.

Motion: Art Pope
Motion Carried

THE MEETING MOVED INTO CLOSED SESSION at 9:47 a.m.

THE MEETING RESUMED IN OPEN SESSION at 9:56 a.m.

There being no further business and without objection, the meeting adjourned 9:57 a.m.

Art Pope, Secretary

AGENDA ITEM

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

- Situation:** The committee will hear an update on recent activities involving academic affairs.
- Background:** The University of North Carolina System Office Division of Academic Affairs complements the 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.

AGENDA ITEM

A-3. 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:

My Computer Career, a new applicant for licensure

Rocky Vista University, a new applicant for licensure

South College – Asheville, an existing licensed institution

South University, an existing licensed institution

University of St. Augustine for Health Sciences, a new applicant for licensure.

Assessment: After an 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
My Computer Career

Background

My Computer Career (OPEID 04206500) (“MyCC”), a new applicant for licensure located in Raleigh, North Carolina, seeks to offer an Associate of Information Technology Network Administration and Cyber Security degree program. My Computer Career is currently licensed by the North Carolina Community College System to offer IT certifications and is pursuing a post-secondary degree program to provide prospective and current students, as well as alumni, an opportunity to transfer credits earned in certificate programs into an associate degree. MyCC is nationally accredited by the Accrediting Council for Continuing Education and Training. The projected enrollment for the first class of students is 20 students. Staff and a review team performed an on-site review in April 2022 and made findings regarding the library resources, governance structure, finances, 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	N/A	
Employment Placement Rate	80%		
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest)	2021	2020	2019
	3.0	2.7	3.0
Three-year cohort default rate	Class of 2020	Class of 2019	Class of 2018
	0%	4.5%	21.3%

Recommendation

Issue My Computer Career a license to offer the Associate of Information Technology Network Administration and Cyber Security.

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
Rocky Vista University

Background

Rocky Vista University (OPEID 04218900) (“Rocky Vista”), a new applicant located in Parker, Colorado, is seeking licensure to conduct temporary clinical experiences in North Carolina for students enrolled in the Doctorate of Osteopathic Medicine and Masters of Physician Assistant Studies degree programs. Rocky Vista is regionally accredited by the Higher Learning Commission and by the Commission on Osteopathic College Accreditation. Rocky Vista is pursuing licensure to continue sending students to North Carolina for clinical experiences after receiving notification from the National Council for State Authorization Reciprocity Agreements (SARA) that the institution’s SARA membership would not be renewed following a 2019 change in ownership. Staff and a review team performed an on-site review in February 2023 and made findings regarding the curriculum, clinical experiences, public disclosures, business practices, financial stability, and other matters, to which the institution adequately responded.

Institutional Metrics and Consumer Protection Information

Metric			
8-year outcomes ⁱ	Graduated	N/A	
	Transferred Out	N/A	
	Withdrew	N/A	
Employment Placement Rate	99 %		
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest)	2021	2020	2019
	N/A	N/A	0.2
Three-year cohort default rate	Class of 2020	Class of 2019	Class of 2018
	0%	0%	0.6%

Recommendation

Issue Rocky Vista University a license to conduct temporary clinical experiences in North Carolina for students enrolled in the Doctorate of Osteopathic Medicine and Masters of Physician Assistant Studies degree programs.

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
South College – Asheville

Background

South College – Asheville (OPEID 00493805), an existing licensee in good standing, seeks licensure to expand its program offerings to include an Associate of Science in Nursing (ASN). Currently, South College is licensed to offer a variety of healthcare programs, including an Associate of Science – Pre-Nursing, as well as a Bachelor of Science in Nursing degree program. The ASN curriculum is designed to prepare students for entry-level clinical nursing roles in traditional healthcare settings and the program was submitted to the North Carolina Board of Nursing on August 31, 2023 for consideration at the January 2024 board meeting. Staff conducted a review and made findings concerning the curriculum, expansion of laboratory and clinical resources, faculty qualifications, and other matters, to which the institution adequately responded.

Institutional Metrics and Consumer Protection Information

Metric			
8-year outcomes ⁱ	Graduated	39%	
	Transferred Out	20%	
	Withdrew	N/A	
Employment Placement Rate		84.85%	
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest)	2021	2020	2019
	N/A	2.1	1.6
Three-year cohort default rate	Class of 2020	Class of 2019	Class of 2018
	0%	2.2%	12.1%

Recommendation

Issue South College – Asheville a license to offer the Associate of Science in Nursing.

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 South University

Background

South University in High Point, North Carolina (OPEID 01303923), an existing licensee in good standing, seeks licensure to expand its program offerings to include an Associate of Science in Medical Assisting (ASMA). The ASMA curriculum prepares students to be multi-skilled health care professionals, qualified to perform administrative, clinical, and laboratory procedures under the supervision of a physician. South University executed a change in ownership in July 2023 and was issued a Temporary Program Participation Agreement (TPPA) by the United States Department of Education in August 2023, to be continued on a month-to-month basis until the US Department of Education finalizes the change of ownership. Staff conducted a program review in February 2023 and made findings concerning the supervision of clinical placement sites, faculty qualifications and responsibilities, financial stability, and other matters, to which the institution adequately responded.

Institutional Metrics and Consumer Protection Information

Metric			
8-year outcomes ⁱ	Graduated	6%	
	Transferred Out	1%	
	Withdrew	N/A	
Employment Placement Rate	N/A		
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest)	2022	2021	2020
	0.4	-0.2	1.7
Three-year cohort default rate	Class of 2020	Class of 2019	Class of 2018
	0%	3.1%	11%

Recommendation

Issue South University a license to offer the Associate of Science in Medical Assisting.

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

Staff Report and Recommendation
University of St. Augustine for Health Sciences

Background

The University of St. Augustine for Health Sciences (OPEID 03171300) (“USAHS”), a new applicant for licensure, seeks to offer a Doctor of Physical Therapy (DPT), Flex DPT, Doctor of Occupational Therapy (DOT), Flex DOT, Master of Occupational Therapy (MOT), Flex MOT, and Master of Science in Speech-Language Pathology. USAHS is headquartered in San Marcos, California, with campuses in St. Augustine, Florida, Miami, Florida, Austin, Texas and Dallas, Texas. USAHS is regionally accredited by the Western Association of Schools and Colleges WASC Senior College and University Commission and offers its programs through different modalities, including via distance education, “Flex” or hybrid, and campus-based to residents of most states. The institution is pursuing licensure for programs requiring a field experience component to residents of North Carolina. Staff and a review team performed an on-site review in July 2023 and made findings regarding clinical experiences, business practices, financial stability, and other matters, to which the institution adequately responded.

Institutional Metrics and Consumer Protection Information

Metric			
8-year outcomes ⁱ	Graduated	N/A	
	Transferred Out	N/A	
	Withdrew	N/A	
Employment Placement Rate	77.54%		
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest)	2022	2021	2020
	3.0	0.2	-1.0
Three-year cohort default rate	Class of 2020	Class of 2019	Class of 2018
	0%	0.1%	0.9%

Recommendation

Issue The University of St. Augustine for Health Sciences a license to offer the Doctor of Physical Therapy (DPT), Flex DPT, Doctor of Occupational Therapy (DOT), Flex DOT, Master of Occupational Therapy (MOT), Flex MOT, and Master of Science in Speech-Language Pathology.

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.

AGENDA ITEM

A-4. UNC System Academic 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 a program action that requires Board approval.

The following institution requests an academic program degree establishment:

- North Carolina Central University, Bachelor of Science in Healthcare Administration (CIP51.0701).

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 (B.S.) in Health Administration
CIP 51.0701
North Carolina Central University**

I. Program Highlights

- North Carolina Central University (NCCU) proposes the establishment of a Bachelor of Science (B.S.) in Health Administration.
- The proposed program prepares graduates for careers in healthcare management and administration, health information management, and health policy roles. NCCU situates this program as a foundational component for a suite of health-related online degree programs offered through a Project Kitty Hawk (PKH) partnership and designed for working adults ages 25 and older.
- The program directly supports the missions of the UNC System, NCCU, and the College of Health and Sciences by improving access for adult learners, increasing STEM graduates, and raising awareness of NCCU’s online health degree offerings statewide.
- NCCU’s mission states that the institution will “prepare students to become global leaders and practitioners who transform communities.” Graduates of this program will acquire leadership skills, confidence, and content knowledge preparing them for health-focused workplace management and community contributions, and building key competencies in general management, analysis, finance, technology, policy, and communication.
- Racial disparities exist in the health administration field: African Americans compose only eight percent of the total share of health administrators. Currently, there are no HBCUs in the UNC System offering online health administration degree programs.
- Graduates will enter the health care field in a variety of capacities in community health centers, hospitals and medical laboratory settings. Graduates may also decide to pursue advanced degrees in health administration.
- Expected enrollment at year five is 297 students.

II. Academic Program Planning Criteria (UNC Policy 400.1)

1. **Relation to Campus Distinctiveness and Mission.** Adult-centered programs in workforce-relevant disciplines are at the core of NCCU’s strategy. The health administration curriculum will address both managerial and clinical topics and can share courses with future programs under contemplation, including public health education and health sciences.
2. **Student Demand.**¹ Nationally, health administration is the sixth most popular online bachelor’s subject area, with an estimated 35,000 enrollments and over 10,000 annual degree conferrals in 2023². In 2021, 351 North Carolinians earned health administration bachelor’s degrees online, and an estimated 1,200 to 1,500 North Carolina residents are currently enrolled in online health administration programs. East Carolina University is the only UNC System university that offers an online health administration bachelor’s program. Six out-of-state institutions — University of Phoenix, SNHU, Western Governors University, Purdue University Global, University of Mount

¹ Source: Gray Associates, calculated using IPEDS and NC-SARA data.

² PKH estimate

Olive, and Ashford University — have more online students from North Carolina studying Health Administration than ECU.

3. **Employment Opportunities for Graduates.** The program is designed both for students seeking new employment and for those who seek to advance at their current employer. The Bureau of Labor Statistics (BLS) projects that the employment of medical and health services managers will grow by 28 percent between 2021 and 2031, significantly higher than the five percent average growth projected for all occupations. Further bolstering BLS’s projections, Lightcast economic modeling software projects that the number of medical and health services managers will grow 19 percent over the next five years.
4. **Impact on Access and Affordability.** Online degree programs improve access to education for post-traditional age learners who otherwise would not attend on-campus classes due to work and family obligations. NCCU will actively engage, enroll and support this audience through coaching and advising tailored to working adult learners, which has been shown to support student persistence. Lightcast shows a median salary of \$101,700 for Medical and Health services managers in North Carolina. Lightcast also shows that 90 percent of job postings for Medical and Health Services managers in North Carolina display a salary over \$63,000.

NCCU is requesting tuition differential for this program. KPH tuition and fees for the 2023-24 full-time (12 credit hours per semester) rates are as follows:

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

Category	Resident	Non-Resident
Tuition	\$8,400	\$10,080
Tuition Differential	N/A	N/A
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	-	-
Special Fees	-	-

5. **Expected Quality.** The health administration program has 120 total credit hours: 39 credit hours for public health and associated topics and 24 credits in allied health, business, management, finance, and information sciences. As a comparison, the BS degree in the existing public health education program has 43 major credit hours. NCCU intends for this program to be connected to major health employers in the state – including UNC Health and Duke Health, which already have relationships with the UNC School of Health Sciences. The course content will be informed by standards seen in related programs outlined by Southern Association of Colleges and Schools. Courses in business, public health, and information sciences are curated to ensure a well-rounded professional capable of leading a team health workers, as well as operations in a healthcare setting. NCCU already has a strong BS degree program in Public Health Education, graduate programs in Public Administration and Information Sciences, and both undergraduate and graduate program in Business Administration. The current tenure-track have more than 100 years of combined discipline experience. The proposed health administration program has a strong pool of ten (10) fixed-term experienced practitioners.

- 6. Faculty Quality and Number.** The Department of Public Health Education has a strong group comprising five tenured associate and full professors. This core faculty includes senior as well as mid-career faculty. These faculty are leading major research and teaching initiatives such as the Community funded projects with department of health and human services, Research Centers in Minority Institutions (RCMI) - Center for Health Disparity Research (RCHDR), and others. The department has 10 adjunct faculty members to support the General Education Curriculum (GEC) mission. A fixed-term clinical faculty member facilitates opportunities for students seeking internships. Several have received NCCU's Excellence in Teaching Award as well as other recognitions for their instructional aptitude.
- 7. Relevant Lower-level and Cognate Programs.** The health administration degree program will build on existing public health education coursework. It will be distinct by requiring a wholistic coursework in policy surrounding community and global health and health disparities, health informatics, management, organization and leadership. Some of these courses and the departments responsible for them are: community health; methods and applications of group leadership for health personnel; financial systems and economy; management in healthcare setting; organization and administration of health education; public health policy; quality management in healthcare; introduction to health informatics; leadership in healthcare; professional ethical codes and law in healthcare; human resource management for health care organizations.
- 8. Availability of Campus Resources (library, space, etc.)** The current campus infrastructure is sufficient to support this degree program.
- 9. Existing Programs (Number, Location, Mode of Delivery).** The following are on-campus programs in health administration, with the exception of ECU, which offers its program on campus and online. Health administration bachelor's programs are offered by: ASU-Health Care Management; ECU-Health Services Management; FSU-Healthcare Administration; NCA&T-Health Services Management; UNCC-Health Systems Management; UNC-CH-Health Policy and Management; WCU: Health Systems Administration; WSSU- Health Care Management.
- 10. Potential for Unnecessary Duplication.** Through a partnership with Project Kitty Hawk (PKH), NCCU's B.S. in Health Administration degree program will be designed with distinct features for adult learners. The program will offer five academic terms with start dates throughout the year; online courses will be delivered in eight-week formats; online learners will experience high-touch advising from dedicated coaches who specialize in serving a post-traditional-age audience.

Presently, the only fully-online health administration program offered by a UNC System institution is ECU's B.S. Health Services Management program. NCCU's B.S. Health Administration program will double the number of UNC System institutions offering fully-online degree programs. Additionally, the program will be the only one within the UNC System offered by an HBCU.

- 11. Feasibility of Collaborative Program.** NCCU intends to collaborate with community colleges to build pathways for associate degree-holders working in health aid, informatics, technician, and RN roles. PKH is also facilitating a partnership with UNC Health that can create both education opportunities for existing employees and hiring opportunities for program graduates. NCCU has current partnerships which provide pathways for students to enter this and similar programs.

These include established programs with Alamance Community College, Cape Fear Community College, Durham Technical Community College, Fayetteville Technical Community College, Vance-Granville Community College, and Wake Tech.

III. Summary of Review Processes

1. **Campus Review Process and Feedback.** This program request has been reviewed and approved by the following:

Approval Process	Authority
Request to Add a Program	Public Health Education Faculty – Dr. Nina Smith
Department Approval	Chair – Dr. LaHoma Smith Romocki
College Review	College Committee – Chair Dr. Christopher McGinn
Dean’s Approval	Dean, Dr. Mohammed Ahmed
University Undergraduate Council (UC)	University Undergraduate Council Chair – Dr. Karen Keaton-Jackson
Institutional Research	Associate Vice Chancellor Dr. Sarah Carrigan
Academic Resources Management Office	Associate Vice Chancellor Ms. Malissa Evans-Hall
SACSSOC Review	Dr. Pauletta Brown Bracy
Faculty Senate Review	Chair – Dr. Sean Colbert-Lewis
Academic Program Council (APC)	Provost – Dr. David H. Jackson

2. **UNC System Office Review Process and Feedback.** Throughout the review process, North Carolina Central University 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 Board of Governors approve North Carolina Central University’s request to establish the Bachelor of Science (BS) in Health Administration (CIP 51.0701) effective Spring 2024.

AGENDA ITEM

A-5. North Carolina Teaching Fellows Program Bennett Jones

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

Background: Data analysis on the North Carolina Teaching Fellows Program was developed in coordination with the North Carolina State Education Assistance Authority and the Teaching Fellow Partner Institutions. These data include the number of recipients by institution of higher education and program, number of recipients by anticipated STEM and special education licensure area, and information regarding program graduates.

Assessment: The annual report submitted to the Joint Legislative Education Oversight Committee satisfies the requirements of G.S. 116-209.62(j). This presentation will provide additional data related to the annual report and program updates.

Action: This item is for information only.



**THE
UNIVERSITY OF
NORTH CAROLINA
SYSTEM**

NORTH CAROLINA TEACHING FELLOWS PROGRAM: ANNUAL REPORT

January 2024

**University of North Carolina System
Raleigh, North Carolina**

NORTH CAROLINA TEACHING FELLOWS PROGRAM: ANNUAL REPORT

Note

The North Carolina Teaching Fellows (NCTF) Program experienced a change in leadership in November 2022 as Dr. Bennett Jones was named State Director. In 2023, Dr. Jones implemented strategic measures to increase student participation in the program as well as to enhance the communication structures between the various entities the program works with including the UNC System Office (UNCISO), the NC State Educational Assistance Authority (NCSEAA), the North Carolina Independent Colleges and Universities (NCICU) office, and the NC Department of Public Instruction (NCDPI). The joint efforts enhanced the data collection process and provided more detailed information regarding NCTF participants. As such, the data presented in this report is current as of the date of its submission; however, there will be shifts in some aspects of the reporting data annually as information is gathered regarding teacher placement and graduate performance is monitored.

Program Background

The original version of the North Carolina Teaching Fellows Program was implemented from 1986 – 2011. The Program was reestablished by the North Carolina General Assembly in the 2017 State Budget (S.L 2017-57) with the purpose to “recruit, prepare, and support students residing in or attending institutions of higher education located in North Carolina for preparation as highly effective STEM or special education teachers in the State’s public schools.”

The legislation also established the North Carolina Teaching Fellows Commission (Commission), a 14-member body tasked with providing program oversight. The North Carolina Teaching Fellows Commission is comprised of four deans from educator preparation programs, a community college president, a beginning teacher, a principal, a member from business and industry, and a local school board member. The NC Teacher of the Year, Principal of the Year, Superintendent of the Year, Chair of the State Education Assistance Authority (SEAA) Board of Directors, and Director of the Teaching Fellows Program all serve as ex-officio members of the Commission.

Partner Institutions. Per G.S. 116-209.62(f), the Commission was initially directed to evaluate educator preparation programs and use the designated legislative criteria to create an application process to select five (5) educator preparation programs as partners for the program. After careful evaluation, the following institutions were selected in 2017:

- Elon University
- Meredith College
- NC State University
- University of North Carolina at Chapel Hill
- University of North Carolina at Charlotte

During the 2020 Legislative Session, HB 1096 (Session Law 2020-56) was adopted, which authorized the expansion of the program to three (3) additional educator preparation programs (EPP) partner institutions and in doing so, directed the Commission to make a “diverse selection.” In response to that directive, the Teaching Fellows Commission modified the rubric used to evaluate applications from prospective EPP partners to include the following qualitative metrics (in addition to other assessment measures):

- Diversity of EPP Program Admissions
- Diversity of EPP Program Completers
- Geographic Diversity
- HBCU/MCI Institution Status

NORTH CAROLINA TEACHING FELLOWS PROGRAM: ANNUAL REPORT

After careful evaluation and independent scoring, the three (3) institutions selected by the Commission were: Fayetteville State University, North Carolina A&T State University, and the University of North Carolina at Pembroke. Each of these institutions welcomed their first Teaching Fellows in the 2022-2023 academic year.

Program Details. As outlined in statute, the Program shall be used to provide a forgivable loan to individuals interested in preparing to teach in the public schools of the State in qualifying licensure areas. The student must be seeking a clear, initial teacher license in North Carolina at an approved educator preparation program.

Licensure Areas. As outlined in the statute, the qualifying teacher licensure areas are in the areas of STEM and Special Education. The Superintendent of Public Instruction continues to provide to the NCTF Program a list of all licensure areas that meet the STEM designation.

Entry Status Parameters and Awards. The forgivable loans are administered to students based upon their entry status in the program:

- High school seniors - up to 8 semesters of funding at a maximum of \$4125 per semester
- External transfers - students at non-NCTF institutions who transfer into an approved NCTF program are eligible to receive up to 6 semesters of funding at a maximum of \$4125 per semester
- Internal transfers - students at current NCTF institutions who change their major into an approved NCTF program are eligible to receive up to 4 semesters of funding at a maximum of \$4125 per semester
- Residency candidates - students who have earned a bachelor's degree who are seeking a first, clear initial license may enroll into a NCTF program and are eligible to receive up to 4 semesters of funding at a maximum of \$4125 per semester

Repayment Structure. As outlined in G.S. 116-209.63, students receiving funding through the NCTF Program are required to pay back the funds in one of two ways:

- Cash repayment – All loans are subject to repayment plus interest ninety (90) days from program completion or withdrawal
- Service repayment – The loan and any interest accrued shall be forgiven as follows if the recipient serves as a teacher in a STEM or special education licensure area. For every year the teacher was awarded a forgivable loan, it will be forgiven if:
 - Teacher serves one year at a North Carolina public school identified as low-performing under G.S. 115C-105.37
 - Teacher serves two years at a North Carolina public school if not identified as low-performing under G.S. 115C-105.37

NORTH CAROLINA TEACHING FELLOWS PROGRAM: ANNUAL REPORT

2023 Legislative Changes to Program

NC Session Law 2023-134 implemented several changes to the NCTF program. Specifically, the following program parameters were impacted, beginning in the 2024-2025 academic year:

- Partner Institutions – G.S. 116-209.62(f) was changed to expand the program from the current eight (8) institutions to ten (10) institutions. A Request for Proposals (RFP) was advertised in December 2023 and two (2) new partner institutions will be selected by the Commission in February 2024 in accordance with the guidelines set in G.S. 116-209.62(f).
- Student Awards – G.S. 116-209.62(g) was amended to increase the maximum semester award from \$4125 to \$5000 for each participant.
- Repayment Structure – G.S. 116-209.63(b) was adjusted to clarify that for every year a qualifying teacher, as defined in G.S. 116-209.60(5b), remains a qualifying teacher the Authority shall forgive the loan amount received in one year of enrollment in an educator preparation program and any interest accrued on that amount.
- Licensure Areas – G.S. 116-209.60(5a) established qualifying teacher areas for the program as Special education, STEM education, and added Elementary education (K-6).

Regarding Elementary education, Section 8A.4.(b) of NC Session Law 2023-134 established that educator preparation programs enrolling loan recipients in a program of study leading to K-6 licensure shall be determined to provide training that is aligned with the Science of Reading. Any program participating prior to August 1, 2024, shall have met either of the following requirements:

- a. Is rated “strong” or “good” on the February 15, 2023, report of the Board of Governors of The University of North Carolina on the Science of Reading Educator Preparation Programs Coursework Implementation required by Section 8.4 of S.L. 2021-180.
- b. Received a grade of “A” or higher in reading foundations on the June 2023 report on Strengthening Elementary Reading Instruction of the National Council on Teacher Quality.

The NCTF Commission in accordance with G.S. 116-209.62(f)(8) shall select a third-party entity to evaluate participating educator preparation programs and determine whether a program is providing training that is aligned with the Science of Reading for the 2025-2027 academic years and each subsequent two academic years thereafter.

The following NCTF partner institutions meet one of the two parameters noted above and plan to offer Elementary education as a qualifying teacher area in the 2024-2025 academic year:

- Elon University – “A” on NCTQ
- North Carolina A&T State University – “Good” on TPI-US; “A” on NCTQ
- North Carolina State University – “Good” on TPI-US
- University of North Carolina at Chapel Hill – “Good” on TPI-US; “A+” on NCTQ
- University of North Carolina at Charlotte – “Strong” on TPI-US; “A” on NCTQ

The NCTF Commission has included in its RFP for new partner institutions a scoring component for applicants to denote their eligibility status to offer Elementary education licensure in the 2024-2025 academic year. While it is not a requirement, the Commission will award competitive points to programs meeting the guidelines established to offer Elementary education licensure for NCTF participants.

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Program Highlights

There have been 550 participants in the NCTF program since its return in 2018, of which 277 are currently active students at the NCTF partner institutions. A detailed overview of data is provided in this report; however, this section highlights additional areas of success.

Application Window. In 2023, the State Director and Commission implemented a shift to the application window for the program. In all previous years, the application window for students had run from November to January with decisions being announced to applicants at the end of March. This timeframe was extremely late in the college application process and was seen as a possible barrier as to why students were declining the award or not seeking the program altogether. As such, Dr. Jones facilitated a change to create an early-action window to align with early-decision college admission timelines.

The early-action window launched in September of 2023 and closed in November. This allowed for decisions to be made and announced to students in December 2023, matching the timeframe for them to make college decisions knowing they have been accepted into the NCTF program. The shifting window increased applications dramatically. In 2022-2023, there was a total of 161 completed applications. In the 2023 early-action window, there were 221 completed applications. The regular action window is open until February 2024 with over 100 applications currently in queue.

Advisory Board Creation. G.S. 116-209.62(d)(ii) charges the State Director to “actively engage with educators, business leaders, experts in human resources, elected officials, and other community leaders in the state” in the coordination of the program. As such, Dr. Jones established a NCTF Advisory Board composed of nominees representing various education stakeholder groups in North Carolina including teachers, principals, superintendents, NCTF alumni, school district employees, college and university staff, and non-profit education partners. The purpose of the Advisory Board is to provide ideas and feedback for the program to the NCTF Director and NCTF Commission, explore opportunities for partnerships and new teacher support initiatives, provide ideas for program enrichment and pre-service professional development activities, and to advocate for the NC Teaching Fellows program across the state.

At its meeting on October 3, 2023, the Commission approved 30 members to serve on the Advisory Board. The Board meets at least twice per year (Fall/Spring). Board members serve an annual term which is eligible to be renewed on July 1st of each subsequent year. The State Director will continue to accept nominations and present names to the Commission for consideration as additions to the Advisory Board to support continued recruitment and advocacy efforts.

District Pilot Recruitment Initiative. As stated in G.S. 116-209.62(d), the NCTF director “shall be responsible for recruitment and coordination of the Program, including proactive, aggressive, and strategic recruitment of potential recipients. Recruitment activities shall include targeting regions of the state with the highest teacher attrition rates and teacher recruitment challenges.” In a review of NCTF data as well as qualitative feedback from program participants, there continues to be a challenge in getting NCTF graduates to teach in more remote areas of the state, in identified low-wealth districts, and in low-performing schools.

In response, the Program has embarked upon a strategic recruitment effort with local public school units (PSUs) to promote both the Program and the teaching profession in their respective schools and communities. The concept is to create a pipeline of applicants and potential teachers to seek opportunities to engage in teacher preparation courses, pursue teacher licensure in an approved

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educator preparation program, and return to work in districts which continue to face recruitment and retention challenges.

The pilot initiative is an attempt by the NCTF Program to expand its recruiting efforts across the state in a targeted, strategic manner to find potential students, to help establish a pathway for students into the education profession and return them to classrooms in North Carolina public schools. As a part of the pilot initiative, students will receive professional development support in conjunction with the NCTF Program as well as benefit from local teacher recruitment strategies. The initiative will support efforts to build a pipeline that will identify and train emerging teachers enrolled in secondary schools, current employees, or those employed in other sectors who can then pursue gainful employment as a licensed teacher in the participating district. The Program will provide funding to support the recruitment efforts while districts will actively promote the Program and the teaching profession. Districts will engage in recruitment activities, participate in pilot collaboration efforts, and must display a commitment to data collection, reporting, and continuous improvement. The collaborative initiative will seek to enhance the NCTF Program while supporting grow-your-own platforms across the state.

Twenty partnering districts were identified and approved by the Commission in December 2023 for one-year terms. Pending contract finalization and approval of all entities and local boards of education, the pilot is set to launch in early 2024.

Program Enrichments

A key element of the NCTF Program is providing meaningful enrichment opportunities to all program participants. North Carolina General Statute (NCGS) §116-209.62(f)(4) states that NCTF partner institutions should “provide curricular and co-curricular enhancements in leadership, facilitate learning for diverse learners, and promote community engagement, classroom management, and reflection and assessment.”

NCTF provides funding for both statewide efforts and a per-pupil expenditure to each partner institution to support campus enhancement and enrichment opportunities for program participants.

Both campus enhancements and statewide enrichment activities align with the four areas of targeted professional development for NCTFP students as established by the program director and the Commission.

- Instructional Technology
- Coaching and Mentoring
- Literacy
- Environmental Responsiveness

The NCTF Commission has allocated funds to provide content training and support to students to enhance their experiences in their EPP plan of study. Under the direction of a campus director, each of the partner institutions has an enrichment framework, designed to build community in a smaller setting among peers who attend the same institution. The campus-level enrichment opportunities are intentionally designed to be unique, allowing each institution to align to their respective program’s particular areas of focus and to build organic partnerships within their respective communities.

An additional layer of support is provided by state-level enrichment opportunities, which bring together the collective group of NCTF students from all partner institutions. These events are designed to build a powerful sense of community among all participants and to highlight topics to ensure a strong and cohesive vision for the broader mission and purpose of the Teaching Fellows program. On April 1, 2023,

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the first statewide in-person enrichment event for Teaching Fellows in three years was held at the McKimmon Center in Raleigh. The day-long spring symposium had over 150 attendees and featured engaging breakout session activities for all fellows and information sessions from the State Director, NCSEEA regarding loan repayment, and the New Teacher Support Program.

Reporting Requirements

This report has been prepared in accordance with the reporting criteria specified by G.S. 116-209.62(j). However, due to COVID's impact on testing, observations, and data reporting for 2020-2021 and 2021-2022 school years, program graduates may not have sufficient data to be evaluated as prescribed in 116-209.62(j)(2)(d) and (e), and 116-209.62(j)(3). Furthermore, as some program graduates may be working in areas within public schools that do not have measurable instruments regarding student performance, the number of teachers for whom student achievement data is available is significantly lower than the total number of graduates from the program.

The following guidelines for reporting are outlined in G.S. 116-209.62:

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

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Data Reporting

The data below reflects the cumulative totals of the six cohorts of North Carolina Teaching Fellows and is presented to meet the requirements as outlined in general statute. Also included is information for the fall applicants and early-action awardees of the 2024-2025 cohort.

A. Program Applications

The traditional application window ran from November to January, with decisions announced in March. As noted above, in the fall of 2023, the NCTF program initiated an early-action decision window in an attempt to increase applications to the program. In Table 1, data is presented for each cohort as to the number of completed applications, awards offered by the Commission, and the number of awards accepted per cohort. Reasons provided by awardees for declining the program include wanting to attend another institution not in the NCTF, seeking another teacher licensure area, receiving other scholarship awards with less restrictive repayment terms (or no repayment at all), or choosing to attend a community college first to save on housing costs.

TABLE 1. TEACHING FELLOWS APPLICATIONS, AWARDS, ACCEPTANCE BY COHORT

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6	Cohort 7*
Applications	232	220	189	156	125	161	221*
Awards	110	133	114	118	119	132	130*
Acceptance	79	101	85	86	92	107	TBD*

*Numbers are from early-action window; full cohort numbers will be reported in May 2024.

B. Demographic Information

The Teaching Fellows’ demographic data mirrors the metrics of the existing teacher workforce in North Carolina, particularly in terms of race and gender. Numerous studies have established a clear correlation between a diverse teacher workforce and positive outcomes for student achievement – a finding that underscores both the importance and the urgency of increasing the diversity of the teacher pipeline in North Carolina.¹ At current capacity, the Teaching Fellows program makes up a fraction of the larger teacher pipeline, but even so, remains committed to the larger statewide efforts to substantively increase teacher diversity. Future goals for the program include increasing the number of total applicants and those representing individual subgroups. Additionally, the program continues to implement strategic recruitment efforts to enhance geographic diversity of applicants and awardees.

TABLE 2. TEACHING FELLOWS BY GENDER, 2018-19 to 2023-24 COHORTS

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	TOTAL
	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6	
Female	65	89	70	69	78	89	460
Male	14	12	15	17	14	18	90
TOTAL	79	101	85	86	92	107	550

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

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TABLE 3. TEACHING FELLOWS BY ETHNICITY/RACE, 2018-19 to 2023-24 COHORTS

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	TOTAL
	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6	
Black	7	*	6	12	17	15	61
Ethnicities <5*	8	13	12	9	16	19	77
Non-reporting	1	0	3	0	0	0	4
White	63	84	64	64	59	73	401
TOTAL	79	101	85	86	92	107	550

* Includes race/ethnicity categories where most annual counts are fewer than 5 (American Indian or Alaska Native, Asian, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, Nonresident Alien, and Two or More Races). These numbers are suppressed to protect Fellows' anonymity.

C. Program & Licensure Area

Information presented in this section reports accepted awards to partner institutions by program participants. Students who transfer from one institution to another after initial enrollment are captured in Sections D and E. Beginning in 2023, the NCTF program extended the opportunity for previous awardees to participate in NCTF activities if they had denied the award due to receiving a full scholarship to their institution. As such, nine (9) additional NCSU students are reported in this section as they are participants in the program despite not needing funding.

TABLE 4. TEACHING FELLOWS BY INSTITUTION, 2018-19 to 2023-24 COHORTS

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	TOTAL
	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6	
Elon	8	6	2	7	3	0	26
Fayetteville State	**	**	**	**	2	3	5
Meredith	7	6	0	8	6	5	32
NC A&T	**	**	**	**	3	2	5
NC State	27	49	49	47	44	63	288*
UNC-Chapel Hill	18	10	13	10	12	10	73
UNC-Charlotte	19	30	21	14	17	9	110
UNC-Pembroke	**	**	**	**	5	15	20
TOTAL	79	101	85	86	92	107	559

* Includes nine (9) additional students who are Goodnight Scholars or received full scholarships in 2021 & 2022.

** Fayetteville State University, North Carolina A&T State University, and University of North Carolina-Pembroke were first added to the program in the 2022-2023 cycle.

TABLE 5. TEACHING FELLOWS BY LICENSURE AREA, 2018-19 to 2023-24 COHORTS

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	TOTAL
	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6	
SPED	26	31	34	32	38	44	206*
STEM	53	70	51	54	54	63	353*
TOTAL	79	101	85	86	92	107	559

* Includes licensure area for nine (9) additional students who are Goodnight Scholars or received full scholarships.

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D. Currently Enrolled Teaching Fellows

The tables below report on the current 277 students in the NCTF program. Those who entered as high school seniors are eligible for eight (8) semesters of funding. External transfer students are eligible for six (6) semesters of funding. Internal transfer students and residency candidates are eligible for four (4) semesters of funding. Included in this data are honorary teaching fellows who were offered awards but declined financial assistance due to receiving other scholarships.

TABLE 6. CURRENT TEACHING FELLOWS BY INSTITUTION, ENTRY STATUS

	HS Seniors	Internal Transfer	External Transfer	Residency	TOTAL
Elon	3	--	1	--	4
Fayetteville State	1	2	--	1	4
Meredith	14	1	1	--	16
NC A&T	2	1	--	2	5
NC State	125	17	6	15	163
UNC-Chapel Hill	15	6	--	--	21
UNC-Charlotte	25	11	6	1	43
UNC-Pembroke	5	6	1	9	21
TOTAL	190	44	15	28	277

TABLE 7. CURRENT TEACHING FELLOWS BY LICENSURE AREA, INSTITUTION

	Elon	FSU	Meredith	NCA&T	NCSU	UNC-CH	UNCC	UNCP	TOTAL
SPED	2	1	6	2	60	6	23	11	111
STEM	2	3	10	3	103	15	20	10	166
TOTAL	4	4	16	5	163	21	43	21	277

E. Program Outcomes

The data presented below represents data for the 559 students who have participated in the NCTF Program. The information in Table 8 is presented as a comparison from the 2022 report to the numbers for the 2023 year. The information in Table 9 is a breakdown of students by institution. Students are classified as:

- Active loan recipients (currently enrolled)
- Honorary (in program, but not receiving funding)
- Graduated (completed the program and/or obtained licensure)
- Withdrawn (left program without completion)
- Other (were part of a different teacher recruitment program and data is currently unavailable)

TABLE 8. TEACHING FELLOWS OUTCOMES

	Total	Active	Honorary	Graduated	Withdrawn	Other
2022 Report	443	250	9	143	41	7
2023 Report	559	260	17	217	62	3
Change	+116	+10	+8	+73	+21	-4

NORTH CAROLINA TEACHING FELLOWS PROGRAM: ANNUAL REPORT

TABLE 9. TEACHING FELLOWS OUTCOMES BY INSTITUTION

	Total	Active	Honorary	Graduated	Withdrawn	Other
Elon	26	4	--	15	7	--
Fayetteville State	5	4	--	--	1	--
Meredith	32	14	2	11	5	--
NC A&T	5	5	--	--	--	--
NC State	287	149	14	89	33	2
UNC-Chapel Hill	73	20	1	46	6	--
UNC-Charlotte	110	43	--	56	10	1
UNC-Pembroke	21	21	--	--	--	--
TOTAL	559	260	17	217	62	3

There has been an 8.38% turnover rate for NCTF graduates who initially taught in NC public schools but are no longer working as a teacher. This rate is slightly above the 2021 state average of 7.78% but is lower than the reported 9.37% rate for beginning teachers.

TABLE 10. SUMMARY OF PROGRAM GRADUATES

Program Graduates	217
Teaching in a North Carolina Public School in a Qualified Licensure Area	167
<i>Teaching in a Qualified Area and a School Designated as Low Performing</i>	36
Recent College Grads (Verifying 2024 Employment File)	14
Working in a School in a Non-qualifying Teacher Licensure Area	11
Other (No Longer Teaching, Working in a Non-NC Public School, Moved Out of State)	25

As outlined in G.S. 116-209.63, students receiving NCTF loans are required to pay back provided funds through either service or cash repayment plus interest accrued. Of the 559 Teaching Fellows, 542 received loans through the program.

TABLE 11. REPAYMENT STATUS FOR NCTF RECIPIENTS

Total Number of Participants Receiving Funding	542
Active NCTF Students + Other Status	263
Program Graduates/Completers	217
<i>Program Graduates Repaying/Repaid Loans Through Service</i>	151
<i>Program Graduates Repaying/Repaid Loans Through Cash Repayment</i>	66
<i>Program Graduates Currently in Repayment (Service and Cash)</i>	125
<i>Program Graduates with Loans "Paid in Full"</i>	73
<i>Program Graduates in "Other" Repayment Status**</i>	19
Withdrawn from Program	62
<i>Withdrawn Students Currently in Repayment (Cash)</i>	31
<i>Withdrawn Students with Loans "Paid in Full"</i>	18
<i>Withdrawn Students in "Other" Repayment Status**</i>	13

** "Other" repayment status includes "Deferment", "AG Demand", "In-House Collections", "Grace" and "SEDCA Article 60".

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Due to the small number of evaluative metrics that measure student proficiency and teacher effectiveness in the areas of Special Education and STEM, combined with the testing changes during the COVID pandemic, there is a limited amount of data for program graduates. Teachers may have received two ratings if they taught in multiple testing areas (example: a teacher of both Math 1 and Math 3).

TABLE 12. TEACHING FELLOWS GRADUATES EDUCATOR EFFECTIVENESS RATINGS

	2018-19	2018-19%	2022-23	2022-23%
Total Number of Teachers	8	--	42	--
Total Number of Evaluative Metrics	9	--	45	--
Exceeds Expectations	0	0%	6	13.3%
Meets Expectations	4	44.4%	23	51.1%
Does Not Meet Expectations	5	55.6%	16	35.6%

During the 2022-2023 school year, the New Teacher Support Program (NTSP) supported 61 Teaching Fellows graduates through site visits, video coaching, and instructional coaching and mentoring. The coaches assigned to the graduates provided mentorship on effective teaching practices, meeting individual student needs, and data assessment among other professional responsibilities. The number supported in 2022-2023 marked a 110% increase from the previous academic year. The second row reports the number of teachers working at identified low-performing schools who received coaching.

TABLE 13: PARTNERSHIP WITH NEW TEACHER SUPPORT PROGRAM COMPARISON

	2021-2022	2022-2023
Number of Graduates Receiving Mentoring and Coaching Support from the New Teacher Support Program	29	61
Number of Graduates Receiving Mentoring and Coaching Support Teaching in Designated Low-Performing Schools	8	21

Next Steps

The program application is open for 2024-2025 and will close on February 18th, 2024. After that time, all submitted applications, including those deferred in the early-action window, will undergo a review followed by a round of finalist video and interview evaluations. The Commission, per statute requirements, will make final decisions on the number of awards to be offered in March.

The Commission will meet in February 2024 to select the two (2) new partner institutions for the program. The announcement of the new partners will be announced no later than February 29th, 2024. A summer learning experience for Teaching Fellows is being planned to enhance and enrich their academic experiences and further expand their peer learning communities.

The next annual report from the North Carolina Teaching Fellows Program must be submitted by January 4, 2025. Please contact NCTF Director Dr. Bennett Jones at btjones@northcarolina.edu with any questions or comments concerning the NCTF Program or content of this annual report.





NORTH CAROLINA TEACHING FELLOWS PROGRAM



UNC Board of Governors
Committee on Educational Planning, Policies, and Programs
January 2024

NCTF Program Overview

- The NC Teaching Fellows Program was reimplemented in North Carolina in 2017 (NCGS § 116-209.62) and is designed as a loan-forgiveness program which is application-based for students seeking admission into selected educator preparation programs
- This iteration of the program has different characteristics from the previous version:
 - Different entry times (HS Seniors, Internal/External College Transfers, Residency Candidates)
 - Limited to licensure areas in STEM or Special Education
 - Limited to 8 higher education institutions (6 public, 2 private)
- Students may be awarded semesters based upon the following academic status at their entry point of the program:
 - High School Seniors – can receive up to eight (8) semesters of funding
 - External Transfers – students coming from another university or community college can receive up to six (6) semesters of funding
 - Internal Transfers – students enrolled in a program university changing into a STEM/SPED program can receive up to four (4) semesters of funding
 - Residency – individuals holding a bachelors degree but are seeking “initial” teacher licensure can receive up to four (4) semesters of funding

NCTF Program Successes

- Established data collection process working with UNCSO, NCDPI, EPIC, NTSP, and campus partner institutions
- Established 4 areas of Professional Development for Teaching Fellows:
 1. Instructional Technology
 2. Coaching and Mentoring
 3. Literacy Training Support
 4. Environmental Responsiveness
- Created NC Teaching Fellows Advisory Board
- Awarding of funding to campus programs for facilitation of professional development, enrichments, and program activities
- Launched district recruitment pilot initiative with 20 school districts to support local Grow-Your-Own efforts to recruit participants into the program and return to areas with recruitment and retention challenges
- Application window adjusted to include a fall early-decision window*

	2021-2022	2022-2023	2023-24	2024-25
Applications	156	125	161	221*
Awards	118	119	132	130*
Acceptance	92	95	107	TBD*

NC Session Law 2023-134 Changes to NCTF

- 1. Financial Award** – Increased maximum per semester from \$4125 to \$5000 (\$10,000/year)
- 2. Repayment** – Changed repayment terms to 1 year of service repays 1 year of loans (beginning with loans provided in 2024-2025)
- 3. Institution Expansion** – Allowed for expansion from eight (8) partner institutions to ten (10)
 - RFP for partner institutions is currently open
 - Following guidelines in NC G.S. 116-209.62 for selection criteria
 - Scoring rubric includes EPP data, graduate outcomes, program areas served and number of current students, institutional support, curricular and co-curricular activities, and teacher preparation experiences
 - Competitive points available for institutions that serve areas with recruitment/retention challenges, non-traditional students, and students from diverse backgrounds
 - RFP deadline – January 26th, 2024 and NCTF Commission meeting – February 2nd, 2024
- 4. Licensure Area Expansion** – Added Elementary education (K-6) licensure to qualifying teacher area
 - Schools must be aligned in their programs with the Science of Reading
 - Those approved to offer in 2024-2025 must have been rated “Strong” or “Good” on TPI-US in February 2023 or received an “A” or better on NCTF in June 2023
 - 5 current partner schools intend to offer in 2024 (Elon, NCA&T, NCSU, UNC-CH, UNC-C)
 - NCTF Commission will select third-party evaluator for programs moving forward in 2025

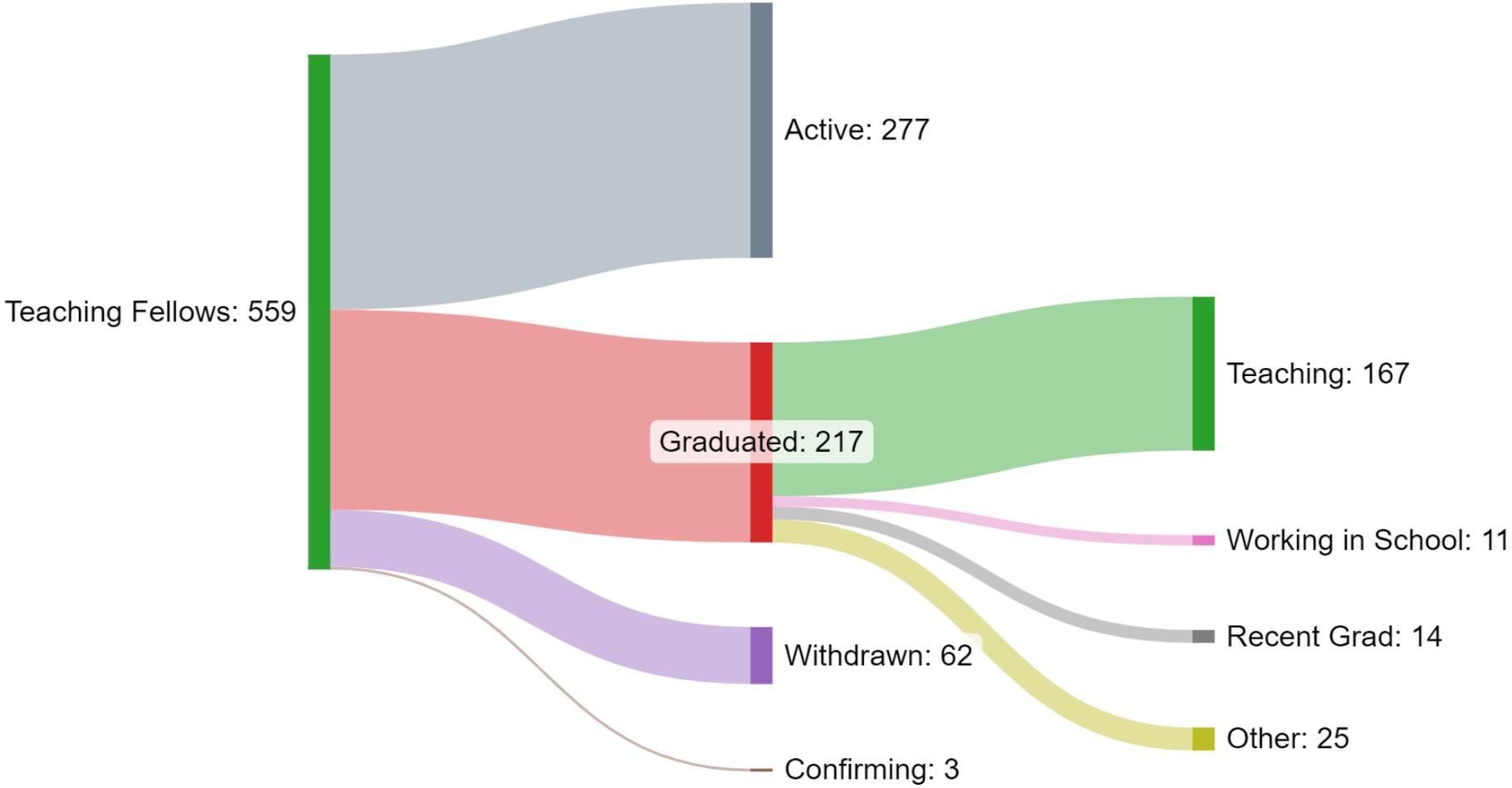
NCTF Participants over Time

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	TOTAL
	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6	
Elon	8	6	2	7	3	0	26
Fayetteville State	**	**	**	**	2	3	5
Meredith	5	5	5	5	5	5	32
NC A&T	**	**	**	**	3	2	5
NC State	27	49	49	53	47	63	288
UNC-Chapel Hill	18	10	13	10	12	10	73
UNC-Charlotte	19	30	21	14	17	9	110
UNC-Pembroke	**	**	**	**	5	15	20
TOTAL	79	101	85	92	95	107	559

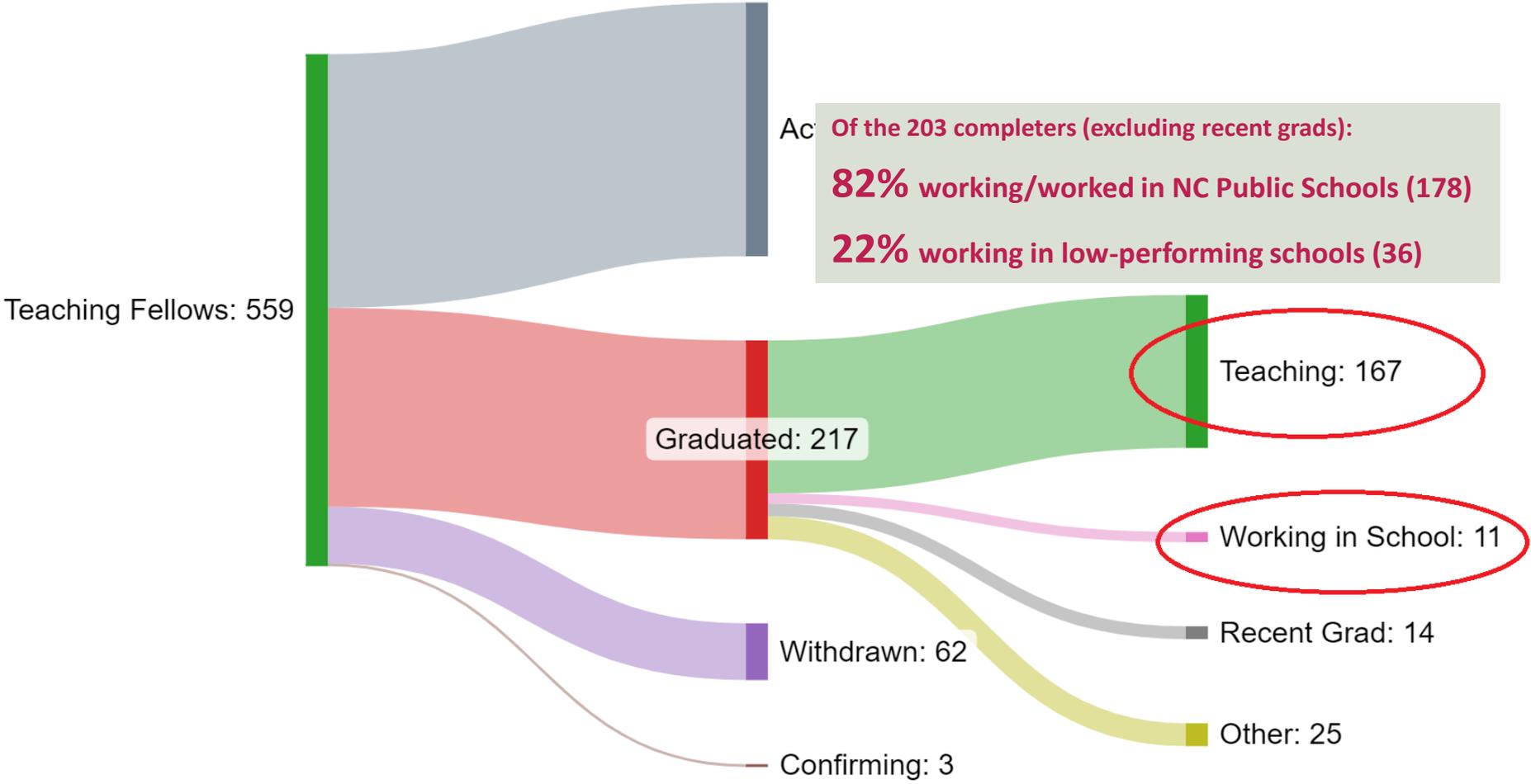
* Added to the program in the 2022-2023 academic year

** The total includes 17 students who are in the program, but did not take funding

Teaching Fellows Outcomes

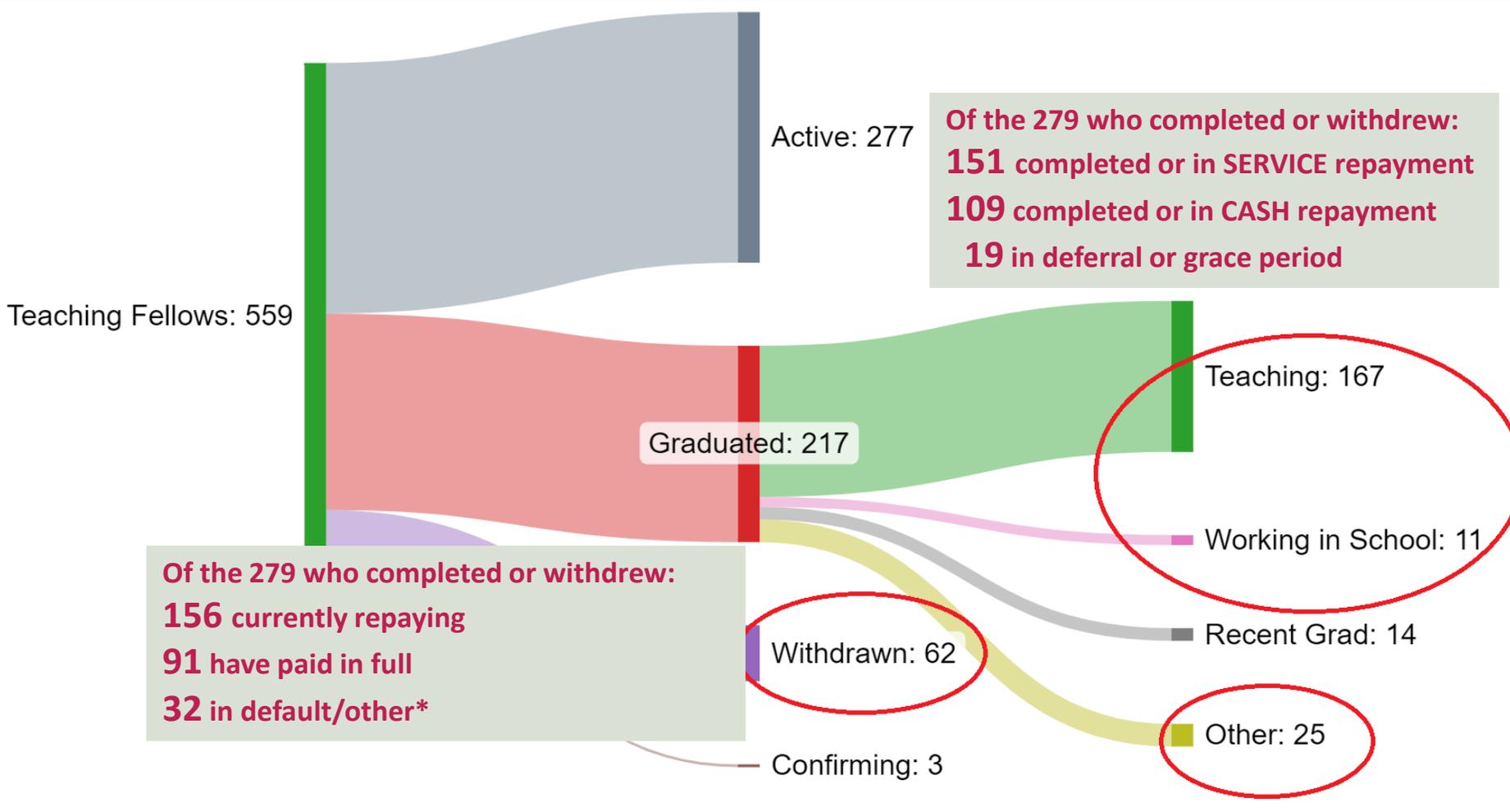


Teaching Fellows Outcomes



“Other” graduates include Fellows who may be teaching in private schools, teaching out of state, or working in another industry

Teaching Fellows Repayment Status



*Default/other includes repayment status includes "Deferment", "AG Demand", "In-House Collections", "Grace" and "SEDCA Article 60."

QUESTIONS?

AGENDA ITEM

A-6. Foundations of American Democracy Wade Maki and Daniel Harrison

Situation: Surveys consistently find that Americans of all ages lack basic knowledge about the function and foundations of American government, from the role of different branches to the five freedoms enshrined in the First Amendment. Since 1998, test scores on the National Assessment of Educational Progress (NAEP) civics exam have consistently shown that less than 25 percent of students are proficient in the subject. To help address these concerns, faculty leaders and UNC System Office staff have developed a proposal to ensure undergraduate students acquire a shared foundation in American democracy in a manner that emphasizes academic rigor and freedom of inquiry and that is implementable across all UNC System universities.

Background: A faculty-led working group developed two student learning outcomes (SLOs) that undergraduate students would be required to complete. The first SLO focuses on documents and concepts related to America's founding as an independent nation, including the Declaration of Independence, the Constitution, and the Federalist Papers. The second SLO focuses on the effort to implement the nation's ideals and requires students to engage with the Emancipation Proclamation, the Gettysburg Address, and the Rev. Dr. Martin Luther King Jr.'s *Letter from Birmingham Jail*.

The faculty working group's guiding principles were to ensure that the SLOs reflected college-level academic rigor and that the requirement be implementable across the UNC System without increasing student time-to-degree or debt at graduation. To that end, the two SLOs are designed to be addressable across different disciplines, through a single course or in two courses, and with wide latitude for additional context and content. Accountability for implementation would rest with institutional leadership, including the provost, chancellor, and the board of trustees.

Assessment: Attendant policy changes implementing the requirement will be brought to the committee for consideration in February 2024.

Action: This item is for discussion only.



Foundations of American Democracy

January 24, 2024

Committee on Educational Planning,
Policies, and Programs

Setting the Stage

The fundamentals of democracy have all of their vital roots in education.

— Edward Kidder Graham, UNC President's Report, 1916

- Preparing students for democracy has always been a core part of the University's mission
- Sound education in democratic foundations leads to more confident, effective civic participation
- There is widespread, bipartisan concern about a lack of civic knowledge among young people

Setting the Stage

- Americans of all ages struggle with basic civic knowledge
 - Only 47% of adults could name all three branches of government, down from 56% in 2021 and the first decline on this question since 2016
 - Only a quarter could name the freedom of religion as part of the first amendment, and only a fifth could name freedom of the press
- Nearly 40% of individuals couldn't name the freedom of speech as part of the first amendment
- Universities have a special role as a training ground for democracy — students encounter diverse backgrounds, perspectives, and ideas

The Approach

- The University must act effectively to answer broad public needs
- Faculty have primary responsibility for teaching and curriculum
- Foundations of American Democracy was created with guidance from a faculty working group with expertise from across the System.
- This approach balances public interest with faculty autonomy

Faculty Workgroup

- *Dr. Ashley Moraguez*, Co-Chair and Associate Professor of Political Science, UNC Asheville
- *Dr. Charles Reed*, Chair and Associate Professor of History, Elizabeth City State University
- *Dr. Molly Worthen*, Associate Professor of History, UNC-Chapel Hill
- *Dr. Sean Colbert-Lewis*, Professor of History and Faculty Senate Chair, NC Central; UNC Faculty Assembly Executive Committee Member
- *Mr. Wade Maki*, Senior Lecturer of Philosophy; Director of the BA in Liberal Studies Program; Chancellor's Fellow for Strategic Planning; Chair of the UNC Faculty Assembly

Faculty Workgroup Goals

- Ensure UNC System graduates have a shared foundation in the principles of American democracy
- Develop a model that ensures collegiate rigor
- Harness the breadth of faculty expertise across the System and build on existing curricular offerings
- Honor academic freedom through creative instruction beyond the foundational readings
- Minimize the impact on student costs and time to degree
- Respect the the diversity and excellence of our varied constituent institutions

Learning Outcomes

- The faculty-led working group developed two student learning outcomes (SLOs)
- Very concise requirement — shared foundation with wide latitude for different approaches
- Can be addressed through different disciplines
- Compatible with many courses that already address core questions of American democracy

Learning Outcomes — SLO 1

- SLO 1 focuses on documents and concepts related to America's founding as an independent nation, including the Declaration of Independence, the Constitution, and the Federalist Papers

Learning Outcomes

- SLO 2 focuses on the effort to implement the nation's ideals and requires students to engage with the Emancipation Proclamation, the Gettysburg Address, and the Rev. Dr. Martin Luther King Jr.'s *Letter from Birmingham Jail*

Foundations of American Democracy

- A course meeting the first SLO would satisfy part A
- A course meeting the second SLO would satisfy part B
- A course meeting both SLOs would satisfy A and B
- Preserves institutional flexibility in designing curriculum, determining course requirements

Curricular Resources

- This approach taps the breadth of faculty expertise in the UNC System
- The faculty workgroup will consider resources for any faculty member interested in developing a course in this area
- This builds on the [prior collaborative effort](#) to develop shared course resources undertaken in 2020

Next Steps

- Pending committee support, draft proposal will circulate for campus feedback
- Policy redline would be brought to the Committee for consideration and a vote in February
- Assuming Committee adoption, the full Board would consider on the consent agenda in April

Next Steps

- Campuses would identify first set of courses that would meet the requirement by Summer 2024
- Implementation for new undergraduate students in fall of 2025
- Campuses (Provosts, Chancellors, and Boards of Trustees) responsible for ongoing compliance

QUESTIONS?

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AGENDA ITEM

A-7. SAT/ACT Testing Policy DiscussionDavid English, Andrew Kelly, and Nathan Kuncel

Situation: Section 700.1.1 of the UNC Policy Manual, *Policy on Minimum Eligibility Requirements for Undergraduate Admission to the University of North Carolina System* establishes the minimum academic standards that a student must satisfy to be considered for undergraduate admission at a University of North Carolina System institution. These standards have historically included the requirement that students submit an ACT or SAT score to be eligible for admissions consideration, though that requirement has been temporarily waived since July 2020 in response to disruptions caused by the COVID-19 pandemic. Per Board of Governors guidance, that waiver is set to expire after the 2024 admissions cycle (i.e., the incoming first-year class in the 2025-26 academic year would again be subject to the testing requirements in Section 700.1.1 of the UNC Policy Manual).

Background: The COVID-19 pandemic and its aftermath disrupted the administration of the ACT and SAT admissions exams in North Carolina and across the country. In response, the Board of Governors waived this policy requirement. The Board of Governors first waived the requirement during their July 23, 2020, meeting. The Board has subsequently voted two additional times to extend the waiver, with the most recent action expiring following the fall 2024 admissions cycle.

In an effort to inform the Board's decision regarding the expiring waiver, the committee will hear a presentation from Dr. Nathan Kuncel, who is the Marvin D. Dunnette Distinguished Professor of Industrial-Organizational Psychology and a McKnight Presidential Fellow at the University of Minnesota. His research focuses on how individual characteristics (skills, personality, interests) influence subsequent work, academic, and life success as well as efforts to model and measure success. He also studies how people use information to make decisions and how this impacts admissions and hiring decisions. His full biography is included in the materials. Dr. Kuncel will provide an overview of the latest research on the reliability of different indicators of student readiness (including standardized tests), the utility and limits of using standardized tests to predict student success, and the implications of admissions policy choices for access, retention, and graduation rates.

Assessment: This information will help the Board determine whether / how standardized test scores should be used in undergraduate admissions to help achieve strategic plan objectives.

Action: This item is for discussion only.



MEETING OF THE BOARD OF GOVERNORS
Committee on Educational Planning, Policies, and
Programs
January 24, 2024

Dr. Nathan Kuncel

Nathan Kuncel is the Marvin D. Dunnette Distinguished Professor of Industrial-Organizational Psychology and a McKnight Presidential Fellow at the University of Minnesota where he also earned his doctorate in Psychology. Dr. Kuncel is a Fellow of the Association for Psychological Science, the American Psychological Association, and the Society for Industrial and Organizational Psychology. He received the Anne Anastasi Award from the American Psychological Association, the Early Career Research Award from the Society of Multivariate Experimental Psychology, the Jeanneret Award from the Society for Industrial and Organizational Psychology, and delivered the Esther Rosen Lecture for the American Psychological Foundation.

Testing and Alternatives in Admissions

Nathan R. Kuncel
Department of Psychology

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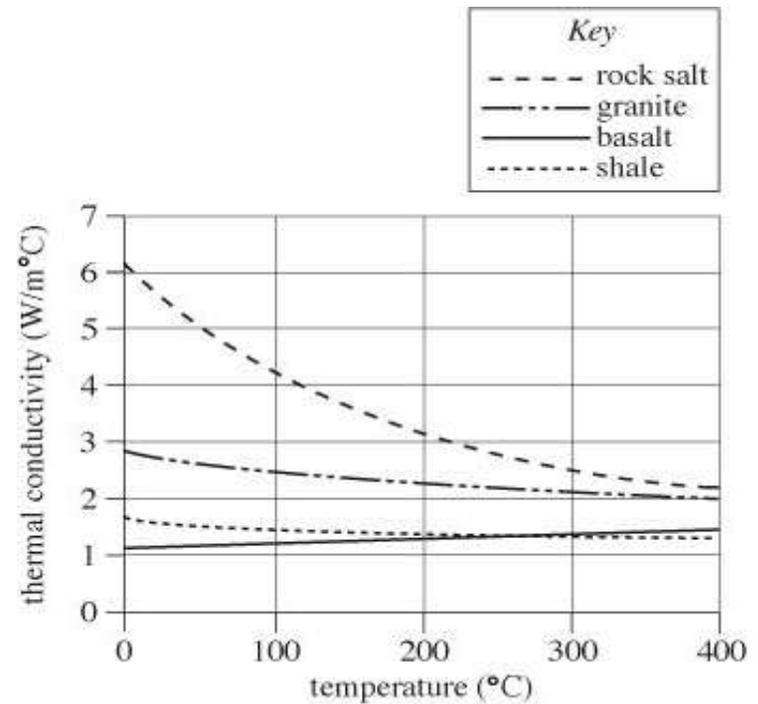


UNIVERSITY OF MINNESOTA
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What do tests like the ACT and SAT actually measure?

The Men of Brewster Place

Clifford Jackson, or Abshu, as he preferred to be known in the streets, had committed himself several years ago to use his talents as a playwright to broaden the horizons for the young, gifted, and black—which was how he saw every child milling around that dark street.



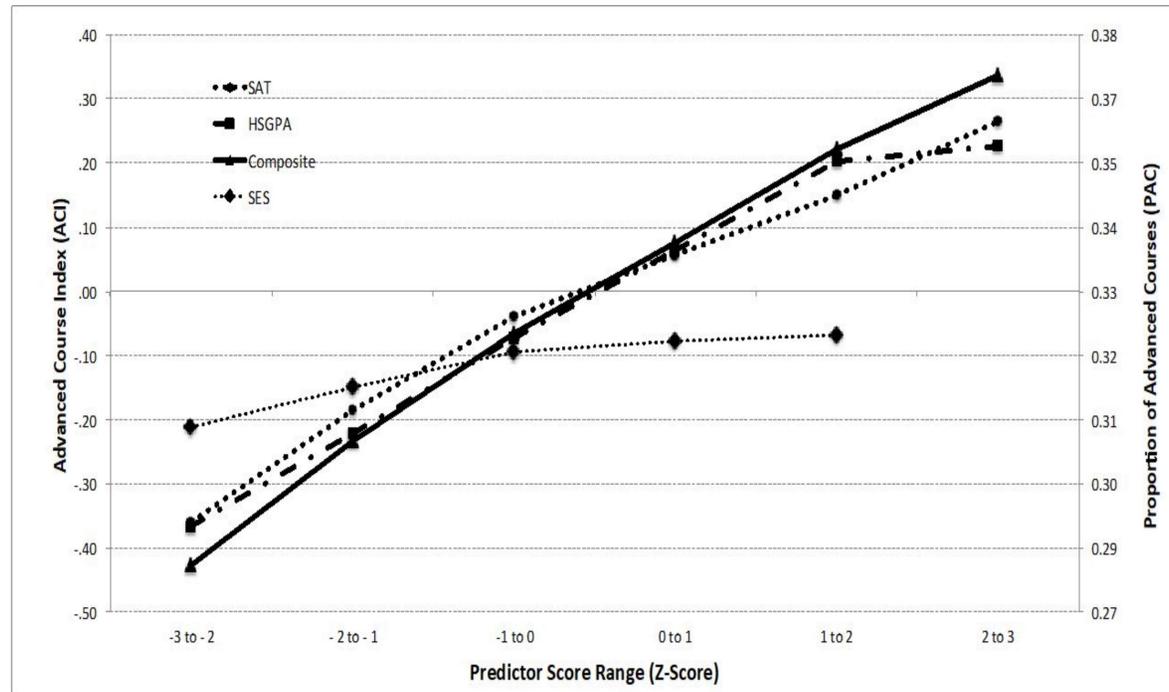
A car averages 27 miles per gallon. If gas costs \$4.04 per gallon, which of the following is closest to how much the gas would cost for this car to travel 2,727 typical miles?



Do test scores matter in explaining variation in student outcomes, what do they add beyond GPA?

In the modern era, tests appear to be better than HSGPA

- Opportunity Insights Ivy Plus
- Brown
- MIT
- UCal System



Taking Advanced Coursework

Shewach, McNeal, Kuncel, & Sackett, 2018



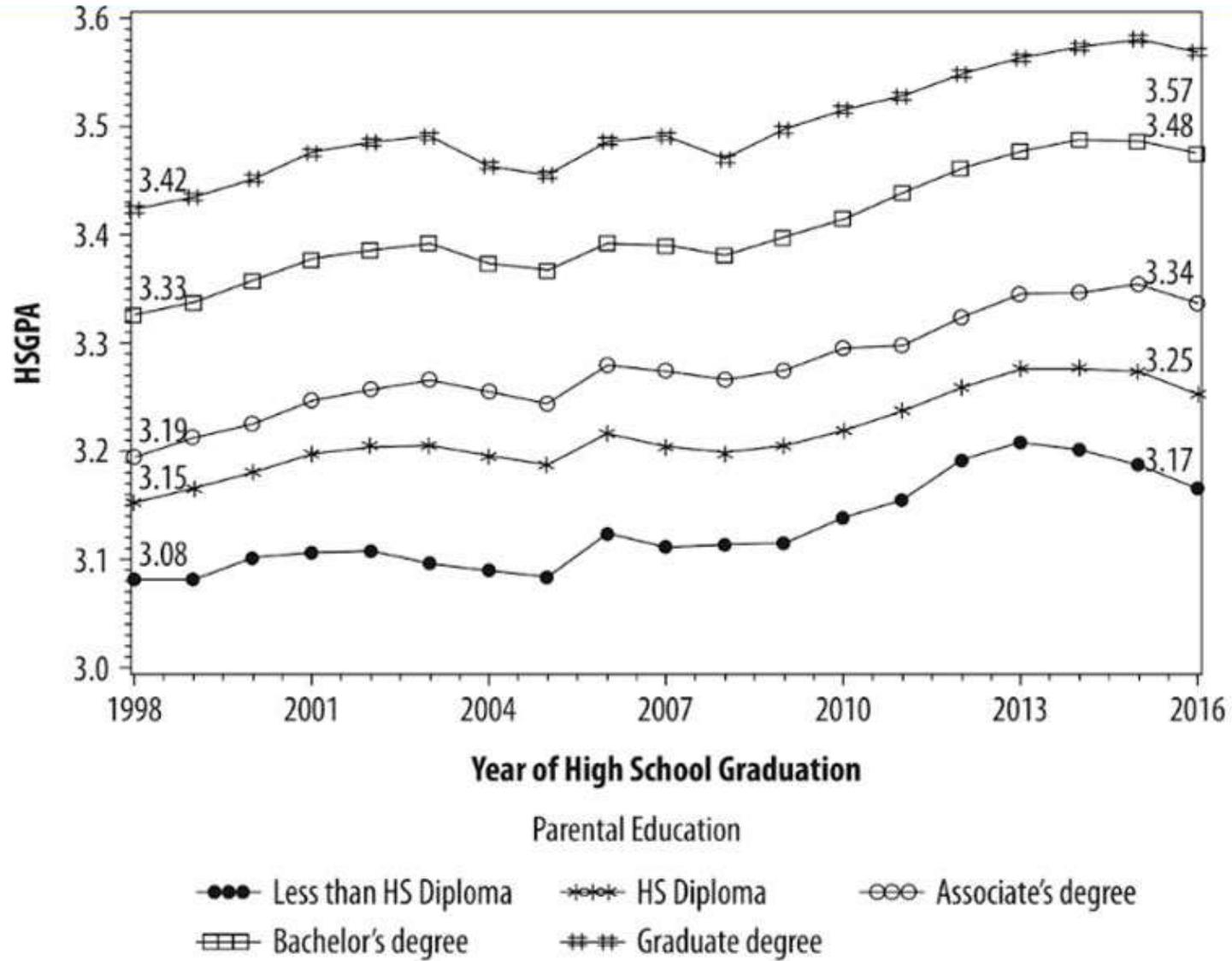
More Than Grades

Students with higher test scores....

- Take a larger number of advanced-level courses
Shewach, McNeal, Kuncel, & Sackett (2018)
- Take more difficult courses
Keiser, Sackett, Kuncel, & Brothen (2014)
- Are more likely to publish research and earn patents (Lubinski, 2009)
- Less likely to switch to a less-challenging major
Koch, Sackett, & Kuncel (2014)

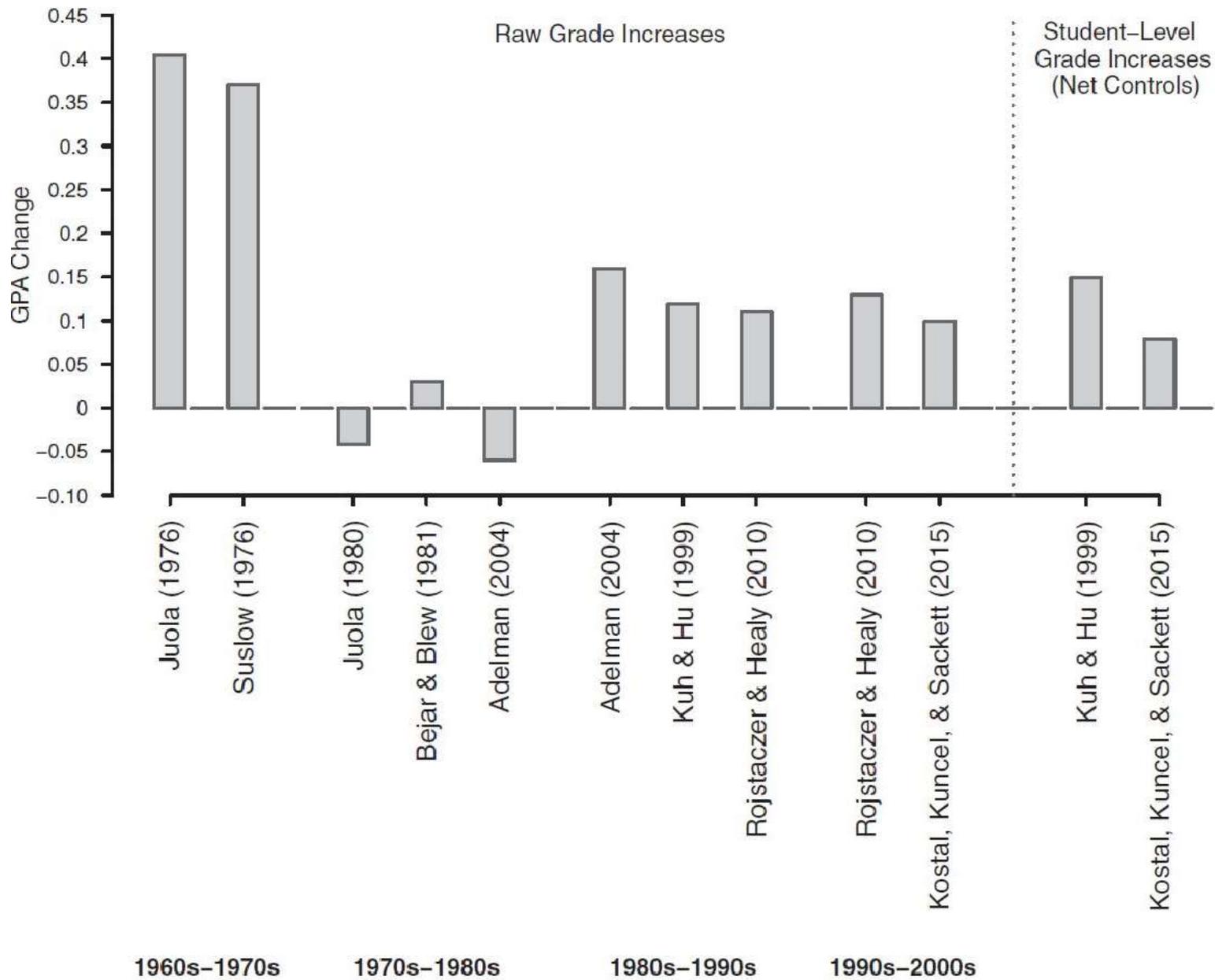


Grade Inflation



Hurwitz & Lee, 2018





1960s-1970s

1970s-1980s

1980s-1990s

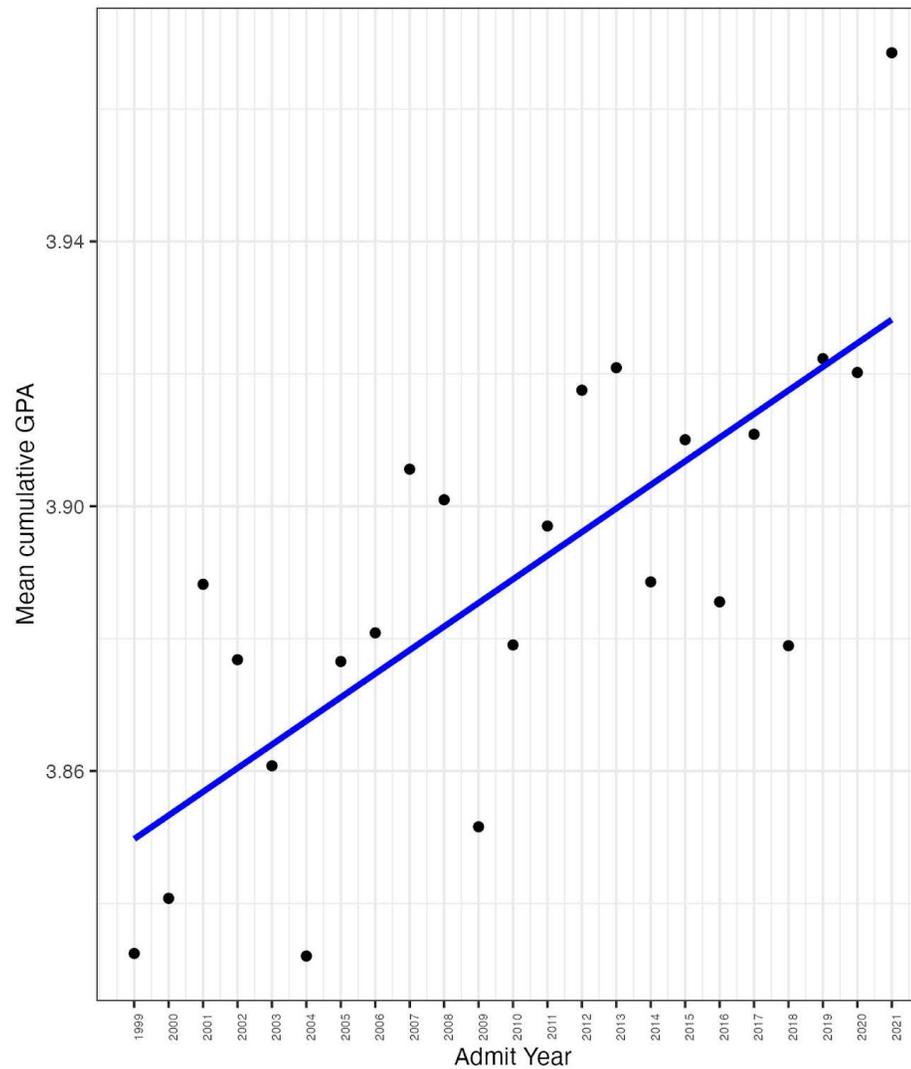
1990s-2000s

Kostal, Kuncel, & Sackett, 2015



GPA Change Over Time

Mean for cumulative GPA across time in Psychology



Effectiveness of Alternatives



Letters of Recommendation

Table 1. Meta-analysis of letters of recommendation predicting academic performance

Criteria	N	k	r_{obs}	SD_{obs}	SD_{ρ}	90% cred.
College performance						
GPA in college	5,155	6	.28	.05	.04	.23 to .34
Graduate school performance						
GPA in graduate school	489	7	.13	.23	.19	-.11 to .38
Student rated by reader	315	5	.11	.24	.20	-.15 to .36
Student rated by writer	174	2	.15	.13	.08	.05 to .25
Faculty performance rating	1,930	16	.25	.12	.08	.14 to .36
Student rated by reader	376	7	.10	.17	.09	-.02 to .22
Student rated by writer	1,615	10	.28	.07	.01	.27 to .29
Attainment of the Ph.D.	5,679	15	.19	.06	.04	.14 to .24
Research productivity	394	3	.10	.03	.00	.10 to .10
Medical school performance						
GPA in medical school	916	5	.13	.08	.02	.10 to .15
Clinical and internship performance	1,120	6	.12	.08	.03	.07 to .16

BUT Letters Typically Don't Add Additional Information

They Can be Upgraded.



We Can Do Better: LOR with “Rate and Justify”

- Require ratings on key attributes using behavioral anchors.
- Then ask letter writers to justify their rating with narratives illustrating the student’s behavior.

Student actively
resists considering
other perspectives

Open Mindedness



Student seeks multiple
view points and will
revise their beliefs as a
result

Open Mindedness Narrative

Jennifer was initially skeptical about the influence of subtle biases on people’s ability to make good hiring decisions but after class she asked for accessible books and readings that she could look at. Later that semester she talked with me after class and said that her “mind was blown” and that she had to completely rethink her ideas about how people think.

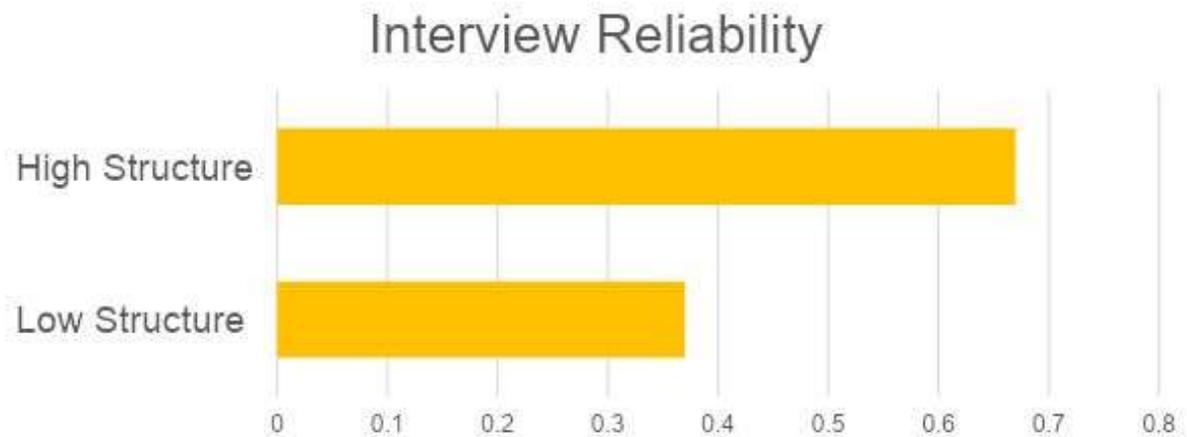
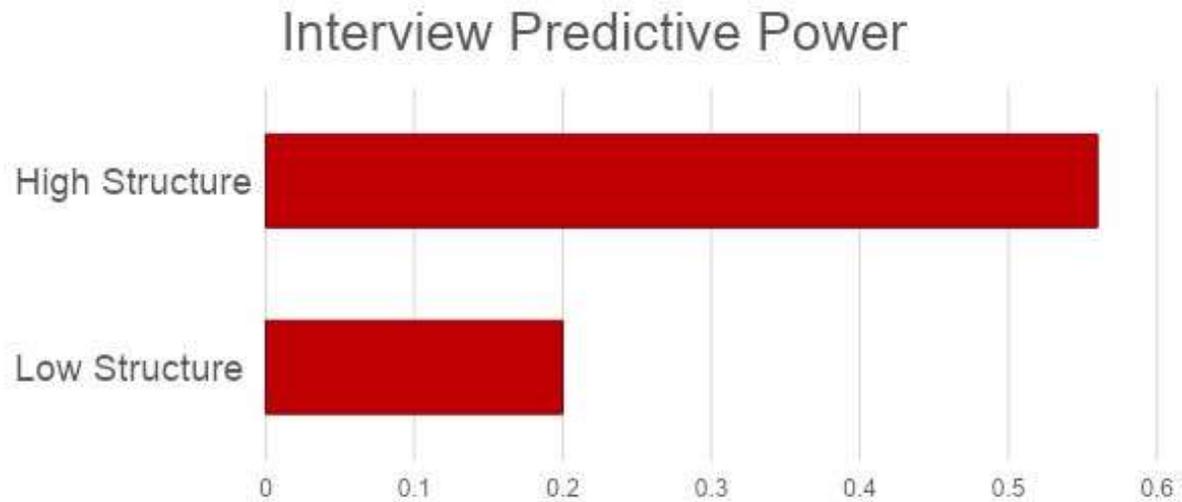


Interview Research in College Admissions is Depressing

- Shahani et al. “No evidence was found, however, that interviewer judgments contribute incremental variance....”
- Gehrlein et al. □ $r = .06$ with Overall GPA
- Shehane et al. “The interview process was not a significant indicator...”
- Hell et al. □ traditional interview, $r = .08$
 - BUT structured interviews are better predictors



We Can Do Better: Behavioral Structured Interviews



Essays/Personal Statements

Table 1.

Meta-Analysis of Personal Statements Predicting Academic Performance

Personal Statement	Number of...		r-Obs ¹	Standard Deviation		80% CI ³
	Subjects	Studies		Observed	Validity ²	
Postsecondary Grade Point Average	4,161	10	0.13	0.05	0.02	0.10-0.15
Postsecondary Faculty Performance Rating	850	8	0.09	0.05	0.00	0.09-0.09

¹ Sample size weighted mean observed correlation

² Standard deviation of true validity

³ Credibility Interval

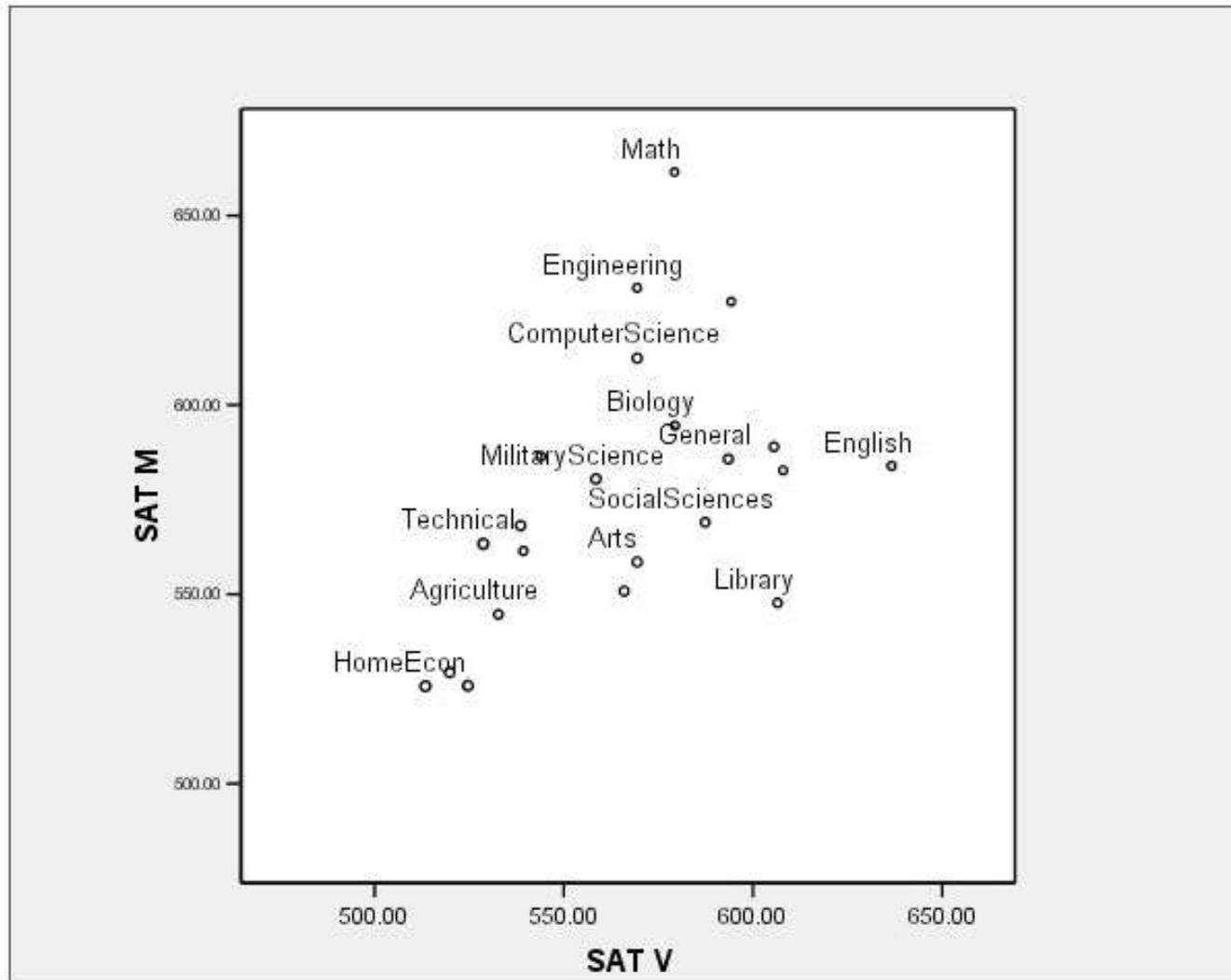
Student essays and personal statements don't even correlate well with expert evaluations of writing skill.



Not Really Sure We Can Do Better



Scores could be used to enhance guidance and development Intended Major Information



Figured scaled to reflect same % range



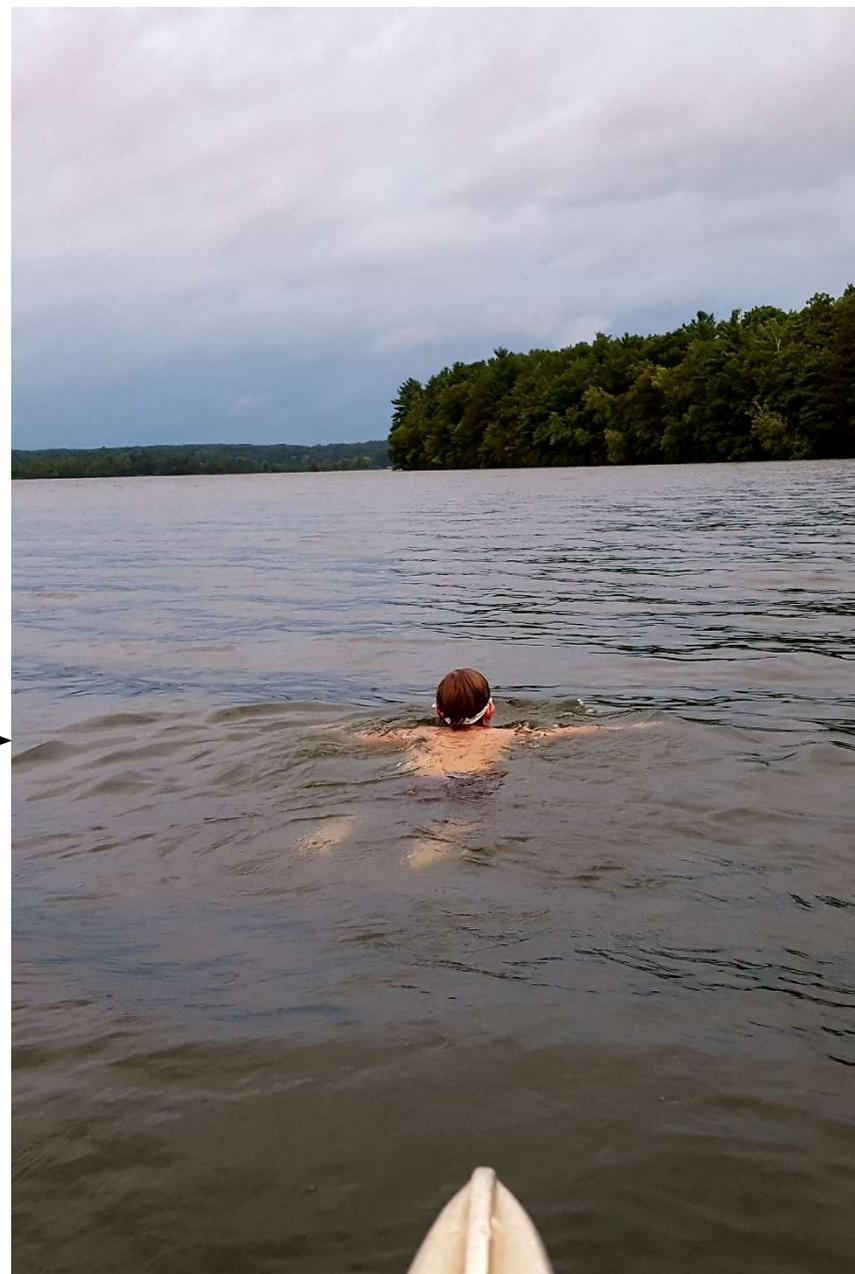
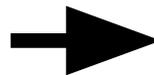
Practical Concerns and Suggestions

- Having the ACT available for all North Carolina students lowers the cost for use and give you a nice metric for looking at the system as a whole.
 - But will need to address out of state applicants.
- Consider looking at it internally. See what is happening here.
- Some alternative assessments can be improved. Consider costs and benefits.



Alternatives Are Often Noisy and Redundant

Boy Scout tee-shirt





Leonardo's
BASEMENT
"TRY AGAIN. FAIL AGAIN. FAIL BETTER."
-SAMUEL BECKETT

Stanford ENGINEERING

HARVARD

CAMP ODAYIN
2016

THE
WIZARD
of
OZ

Dakota Hills Middle School 2017

2016-2017 Minnesota
FIRST LEGO League Sponsors

Boston
Scientific

3M

Curran's

Power
Generation

St. JUDE MEDICAL
FOUNDATION

SPAGATE

H.B. Fuller

Merchant
& Gould



Interests

Leonardo's
BASEMENT
"TRY AGAIN. FAIL AGAIN. FAIL BETTER."
-SAMUEL BECKETT

Career Goals

Stanford ENGINEERING

Legacy

HARVARD

Life Challenges

CAMP ODAYIN
2016

Drama

THE
WIZARD
of OZ
Dakota Hills Middle School 2017

Leadership

FIRST LEGO League Sponsors

Boston Scientific

3M

Madrive Robotics

College of Science & Engineering

Cummins

Power Generation

St. Jude Medical Foundation

SPAGATE

H.B. Fuller

Merchant & Gould

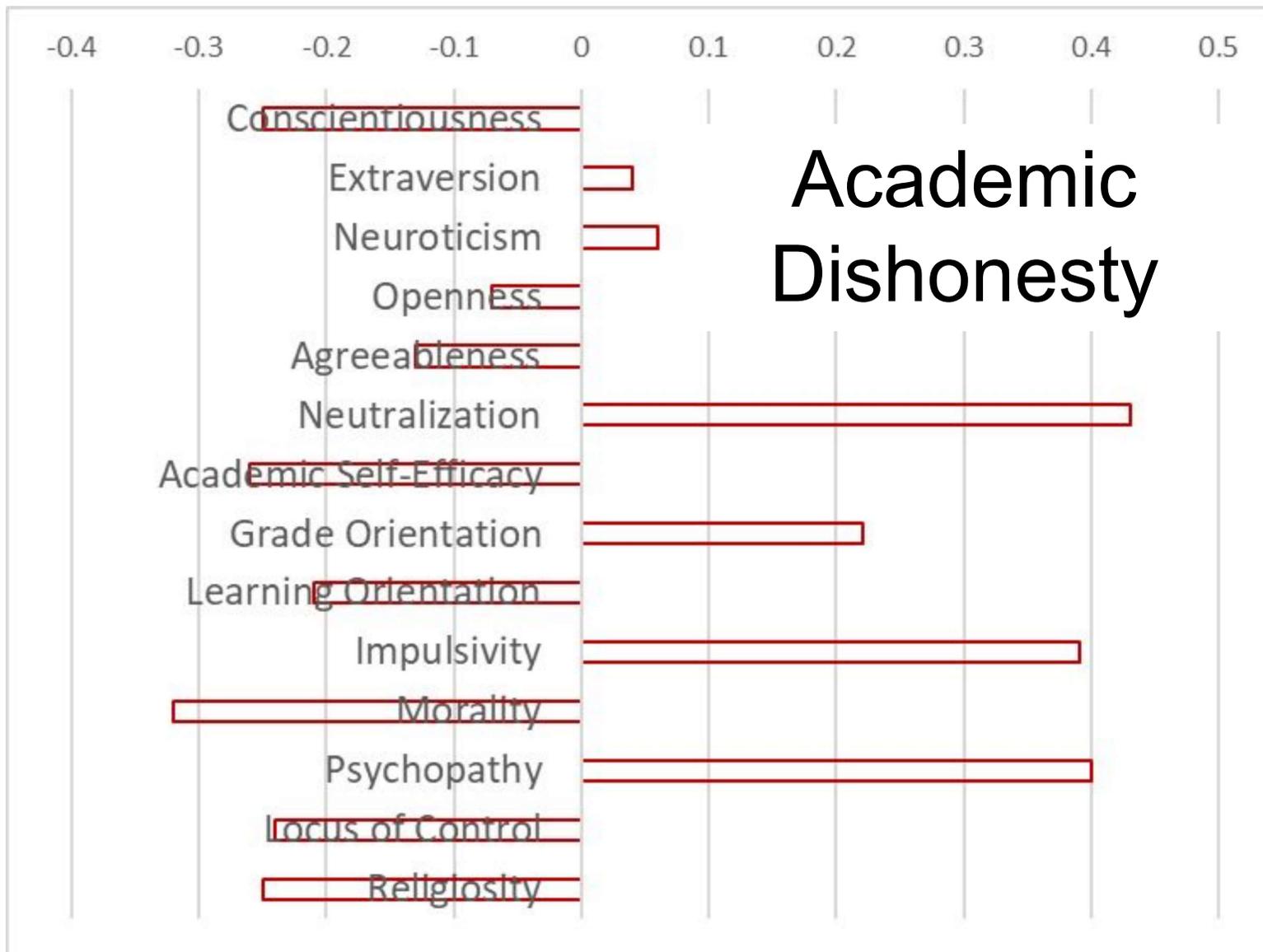


Thank You.

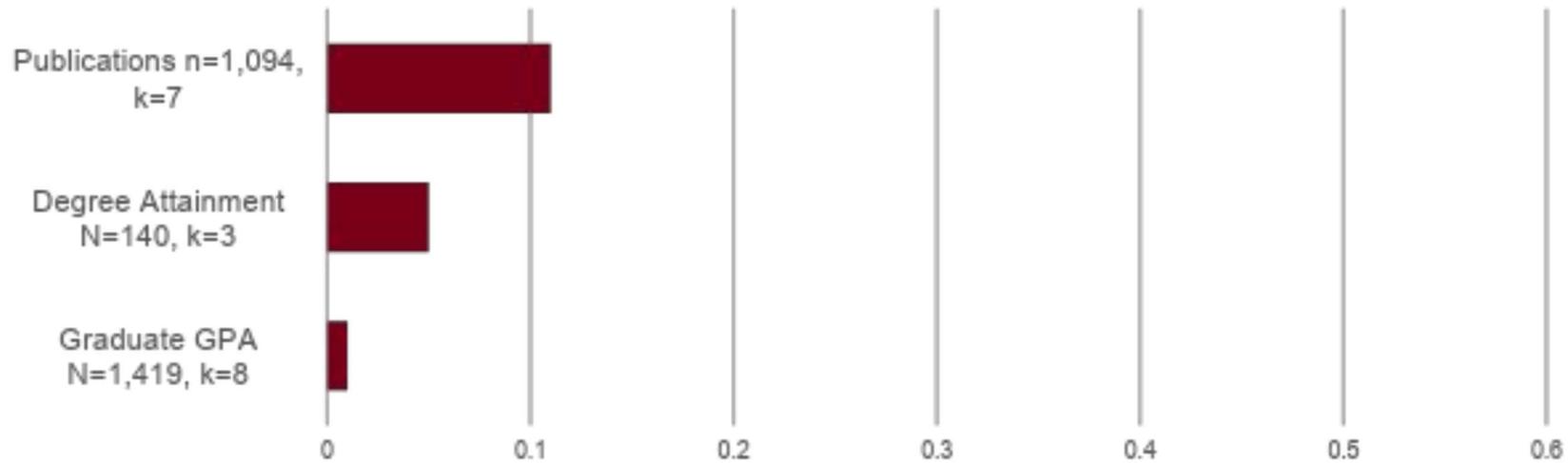
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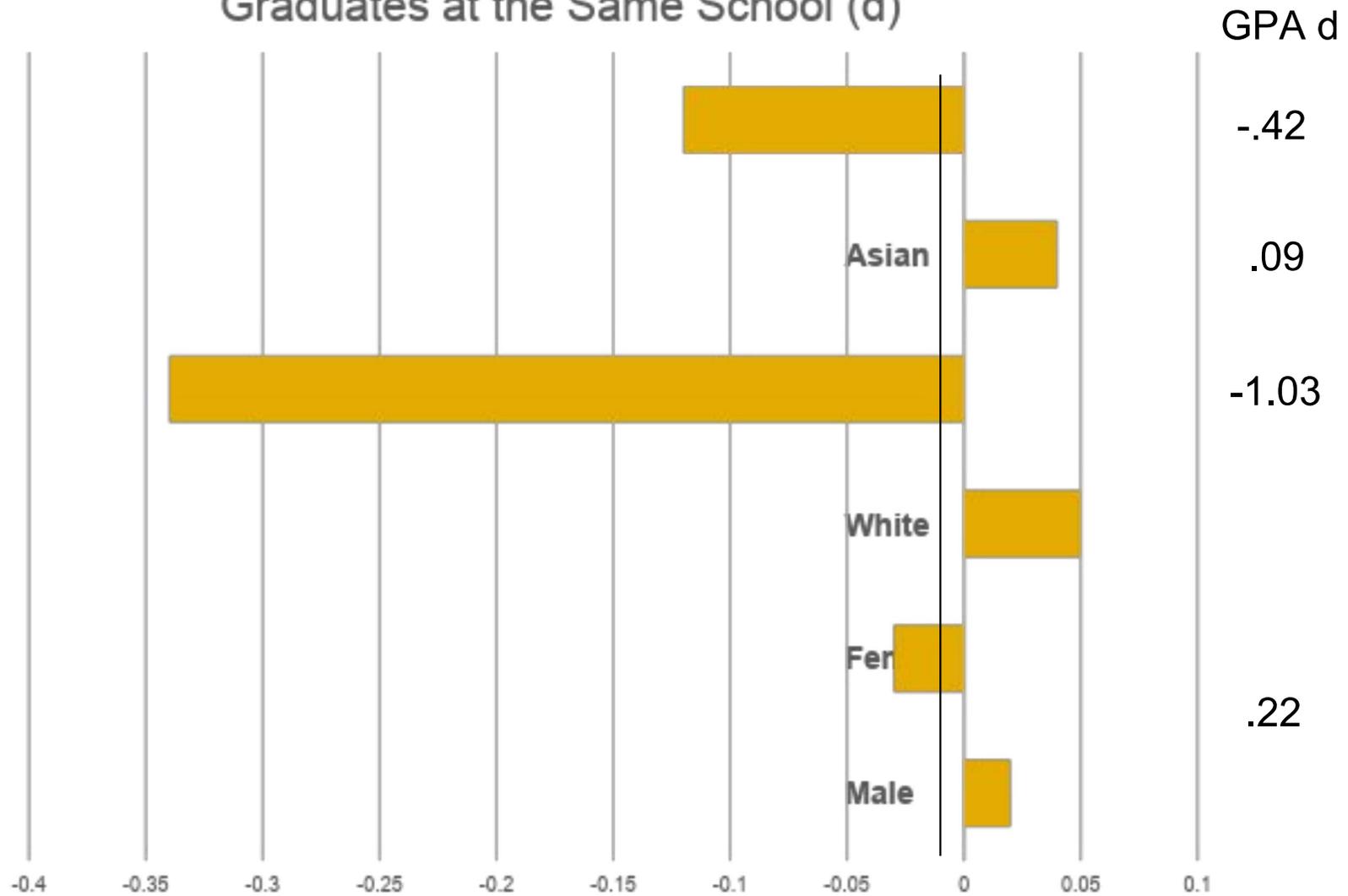
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