THE **UNIVERSITY** OF
NORTH CAROLINA SYSTEM

September 4, 2024 at 2 p.m.
Via Videoconference and PBS North Carolina Livestream

AGENDA

OPEN SESSION

A-1. Approval of the Minutes of July 24, 2024..Terry Hutchens

A-2. 2023-24 Committee on Educational Planning, Policies, and Programs Annual Report ......David English

A-3. Educator Preparation Efforts
at the University of North Carolina System Office Report...Shun Robertson

A-4. Comprehensive Articulation Agreement Annual Report...Bethany Meighen

A-5. UNC System Academic Degree Program Actions... Daniel Harrison

A-6. Licensure Program Approvals .... Daniel Harrison

A-7. Adjourn

DRAFT OPEN MINUTES

July 24, 2024, 9 a.m.
Via videoconference and PBS North Carolina Livestream
University of North Carolina System Office
223 S. West Street, Board Room
Raleigh, North Carolina

This meeting of the Committee on Educational Planning, Policies, and Programs was presided over by Chair Terry Hutchens. The following committee members, constituting a quorum, were also present in person or by phone: Kellie Hunt Blue, Cameron Brown, Gene Davis, Kathryn Greeley, Mark Holton, and Sonja Phillips Nichols.

Chancellors participating were Kimberly van Noort and guest Franklin Gilliam. 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 9 a.m. on Wednesday, July 24, 2024. The open session minutes from the May 22, 2024, meeting were approved by unanimous consent.

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

   The committee heard a preview from Dr. David English regarding several targeted pilot programs developed in partnership with NC DPI, NCSEAA, North Carolina Community College System, and a number of UNC System institutions to strengthen enrollment systemwide. Additional information on these pilot programs will be provided at the September meeting.

3. **UNC System Academic Degree Program Discontinuations, University of North Carolina Asheville (Item A-3)**

   The following academic degree program discontinuations were requested by the University of North Carolina Asheville:

   - Bachelor of Arts in Ancient Mediterranean Studies (BA) (CIP 16.1200)
   - Bachelor of Arts in Drama (BA) (CIP 50.0501)
   - Bachelor of Arts in Philosophy (BA) (CIP 38.0101)
   - Bachelor of Arts in Religious Studies (BA) (CIP 38.0201)

Chair Hutchens called for a motion to approve the four requests for the academic degree program discontinuations at the University of North Carolina Asheville and for submission to the full Board through the consent agenda.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the recommended requests for the four academic degree program discontinuations at the University of North Carolina Asheville and for submission to the full Board through the consent agenda.

Motion: Kellie Hunt Blue
Motion carried

4. **UNC System Authorization for Academic Degree Program Curtailment, University of North Carolina Asheville (Item A-4)**

The chancellor at UNC Asheville, Dr. Kimberly van Noort, having consulted with academic administrative officers and faculty, determined that certain academic programs should be curtailed. These requests for curtailment were deliberate, inclusive, extensive, and difficult campus-wide examinations. The studies were intent on addressing budgetary shortfalls and enrollment declines while staying true to the institution's academic core. The president concurred with the recommendations and authorization for the identified programs to be considered by the committee and the Board.

Chair Hutchens called for a motion to approve the discussed program curtailments at the University of North Carolina Asheville and for submission to the full Board through the consent agenda.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the discussed program curtailments at the University of North Carolina Asheville and for submission to the full Board through the consent agenda.

Motion: Kellie Hunt Blue
Motion carried

5. **UNC System Academic Degree Program Discontinuations, University of North Carolina at Greensboro (Item A-5)**

The following academic degree program discontinuations were requested by the University of North Carolina at Greensboro:

- Bachelor of Arts in Anthropology (BA) (CIP 45.0201)
- Bachelor of Arts in Religious Studies (BA) (CIP 38.0201)
- Bachelor of Science in Physical Education, Teacher Education (K-12) (BS) (CIP 13.1314)
- Bachelor of Science in Physics (BS) (CIP 40.0801)
- Master of Arts in Mathematics (MA) (CIP 27.0101)
- Master of Fine Arts in Interior Architecture (MFA) (CIP 04.0501)
- Master of Science in Nursing/Master of Business Administration in Health Management (MSN/MBA) (CIP 51.0701)
- Doctor of Philosophy in Communication Sciences and Disorders (Ph.D.) (CIP 51.0201)
- Doctor of Philosophy in Computational Mathematics (Ph.D.) (CIP 27.0303)

- Bachelor of Arts in Geography, Secondary Education (BA) (CIP 13.1317)
- Master of Arts in Applied Geography (MA) (CIP 45.0701)
- Master of Arts in Languages, Literatures and Cultures (MA) (CIP 16.0900)
- Master of Education in Special Education: General Curriculum (MEd) (CIP 13.1001)
- Bachelor of Arts in Physics (BA) (CIP 40.0801)

Chair Hutchens called for a motion to approve the 14 requests for the academic degree program discontinuations at the University of North Carolina at Greensboro and for submission to the full Board through the consent agenda.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the recommended requests for the 14 academic degree program discontinuations at the University of North Carolina at Greensboro and for submission to the full Board through the consent agenda.

Motion: Mark Holton
Motion carried

6. **UNC System Authorization for Academic Degree Program Curtailment, University of North Carolina at Greensboro (Item A-6)**

The chancellor at UNC Greensboro, Dr. Franklin Gilliam, having consulted with academic administrative officers and faculty, determined that certain academic programs should be curtailed. These requests for curtailment were deliberate, inclusive, extensive, and difficult campus-wide examinations. The studies were intent on addressing budgetary shortfalls and enrollment declines while staying true to the institution's academic core. The president concurred with the recommendations and authorization for the identified programs to be considered by the committee and the Board.

Chair Hutchens called for a motion to approve the discussed program curtailments at the University of North Carolina at Greensboro and for submission to the full Board through the consent agenda.

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

Motion: Mark Holton
Motion carried

7. **Proposed Revision to Section 700.1.3 of the UNC Policy Manual**, *Policy on Non-Resident Undergraduate Enrollment* **(Item A-7)**

The committee has previously discussed the implications of the impacts of the demographic shifts on NC applicants coupled with the continued growth of nonresident applicants, particularly the impact on specific institutions. New resident undergraduate enrollment has stagnated in recent years; at the same time, demand from nonresident undergraduate students has surged. The proposed revision would raise the cap for two institutions; the cap would increase from 25 percent to 35 percent at UNC Asheville and Winston-Salem State University.

Chair Hutchens called for a motion to approve the proposed revision to section 700.1.3 of the UNC Policy

Manual with submission to the full Board for a vote at the next meeting.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the proposed revision to Section 700.1.3 of the UNC Policy Manual with submission to the full Board for a vote at the next meeting.

Motion: Gene Davis
Motion carried

8. **Proposed Revision to Section 400.3.6 of the UNC Policy Manual,** *Policy on University Teaching Awards* **(Item A-8)**

The proposed revision reflects the collective UNC System work of the comprehensive Faculty Policies Initiative. The revisions improve the clarity of the text and broaden eligibility to any full-time faculty member, regardless of tenure status.

Chair Hutchens called for a motion to approve the proposed revision to Section 400.3.6 of the UNC Policy Manual with submission to the full Board for a vote at the next meeting.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the proposed revision to Section 400.3.6 of the UNC Policy Manual with submission to the full Board for a vote at the next meeting.

Motion: Kathryn Greeley
Motion carried

9. **Proposed Supersede to Section 400.1.7 of the UNC Policy Manual,** *Policy on the Performance of Nursing Education and Preparation Programs* **(Item A-9)**

The proposed supersede policy establishes passing rates for the first-time nursing licensure examination at UNC System institutions that is consistent with, but higher than, NC Board of Nursing cutoff scores. The update puts UNC System institutions in-line with national practices and codifies procedures.

Chair Hutchens called for a motion to approve the proposed supersede to section 400.1.7 of the UNC Policy Manual with submission to the full Board for a vote at the next meeting.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the proposed revision to section 400.1.7 of the UNC Policy Manual with submission to the full Board for a vote at the next meeting.

Motion: Mark Holton
Motion carried

There being no further business and without objection, the meeting was adjourned at 10:01 a.m.

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Sonja Nichols, Secretary

THE **UNIVERSITY** OF
NORTH CAROLINA SYSTEM

MEETING OF THE BOARD OF GOVERNORS
Committee on Educational Planning, Policies, and
Programs
September 4, 2024

AGENDA ITEM

A-2.   2023-24 Committee on Educational Planning, Policies, and Programs Annual Report...David English

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

Background: Pursuant to 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 fiscal year 2023-24 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.

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 2023, the following persons were appointed or reappointed to the committee: Dr. Lee Barnes, Mr. Kirk Bradley, Mr. Gene Davis, Mr. Art Pope, and Mr. Woody White. The Board chair subsequently appointed Mr. Bradley as committee chair, Dr. Barnes as vice chair, and Mr. Pope 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 Aswani Volety (University of North Carolina Wilmington), and Ms. Estefany Gordillo-Rivas (UNC Association of Student Governments). Chancellor Kevin Guskiewicz (University of North Carolina at Chapel Hill) joined the committee in July 2023 and was replaced by Chancellor Philip G. Rogers (East Carolina University) in January 2024.

The committee met in eight full meetings, four joint meetings, two subcommittee meetings, and one special meeting between July 1, 2023, and June 30, 2024. 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, master, and doctorate degree programs on the dates indicated:

	Institution	Degree Level	Program Title	CIP #	Committee Approved	Board Approved
1.	FSU	BS	Supply Chain Management and Technology	52.0203	09/13/23	09/14/23
2.	UNCW	BS	Biochemistry	26.0202	09/13/23	09/14/23
3.	ASU	MPH	Master of Public Health	51.2201	09/13/23	09/14/23
4.	UNCG	BS	Statistics	11.1003	11/15/23	11/16/23
5.	UNCC	BSBA	Business Administration	52.0201	11/15/23	11/16/23
6.	NCSU	MS	Engineering Education	14.9999	11/15/23	11/16/23
7.	N.C. A&T	MS	Criminal Justice	43.0104	11/15/23	11/16/23
8.	N.C. A&T	PhD	Criminal Justice	43.0104	11/15/23	11/16/23
9.	NCCU	BS	Healthcare Administration	51.0701	01/24/24	01/25/24
10.	ECSU	BS	Health Wellness and Promotion	51.2207	02/28/24	02/29/24
11.	ASU	BS	Health Sciences	51.0000	02/28/24	02/29/24
12.	UNC-CH	BA	Data Science	30.7001	02/28/24	02/29/24
13.	UNC-CH	BS	Data Science	30.7001	02/28/24	02/29/24
14.	UNC-CH	BS BSPH	(BS) Public Health (BSPH) in Community and Global Public Health	51.2207	02/28/24	02/29/24
15.	UNC-CH	BA	Global Studies (Joint degree with National University of Singapore)	05.0199	02/28/24	02/29/24
16.	UNCW	DPT	Physical Therapy	51.2308	02/28/24	02/29/24
17.	N.C. A&T	DNP	Nursing Practice	51.3818	02/28/24	02/29/24
18.	NCSU	PhD	Agricultural Education and Human Sciences	01.0801	02/28/24	02/29/24
19.	ASU	BS	Cybersecurity	11.1003	05/22/24	05/23/24
20.	N.C. A&T	BS	Communication Sciences and Disorders	51.0201	05/22/24	05/23/24
21.	NCCU	BS	Formulation and Packaging Science	51.2009	05/22/24	05/23/24
23.	UNC-CH	BS	Exercise and Sport Science	31.0505	05/22/24	05/23/24
24.	UNCC	BS	Sports Analytics	30.7099	05/22/24	05/23/24
25.	UNCW	BS	Software Engineering	14.0903	05/22/24	05/23/24
26.	UNCP	MHA	Health Care Administration	51.070	05/22/24	05/23/24
27.	UNCW	MPAS	Physician Assistant Studies	51.0921	05/22/24	05/23/24
28.	WCU	MSN	Nursing (Prelicensure Nursing)	51.3801	05/22/24	05/23/24

	Institution	Degree Level	Program Title	CIP #	Committee Approved	Board Approved
29.	NCCU	EdD	Counseling, Counselor Education, and Supervision	13.1101	05/22/24	05/23/24
30.	N.C. A&T	PhD	Applied Psychology	42.2813	05/22/24	05/23/24
31.	UNCC	PhD	Data Science	11.0701	05/22/24	05/23/24
32	UNCP	OD	Doctor of Optometry	51.1701	05/22/24	05/23/24

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.	ECU	BFA	Theatre Arts Education	13.1324	09/13/23	09/14/23
2.	NCSU	EdD	Educational Administration and Supervision	13.0499	09/13/23	09/14/23
3.	UNCA	MLAS	Liberal Arts and Sciences	24.0101	09/13/23	09/14/23
4.	UNC-CH	MSPH	Maternal and Child Health	51.2209	09/13/23	09/14/23
5.	UNC-CH	M	Marine Sciences	40.0607	09/13/23	09/14/23
6.	UNC-CH	PhD	Marine Sciences	40.0607	09/13/23	09/14/23
7.	ECSU	BS	Chemistry	40.0501	02/28/24	02/29/24
8.	N.C. A&T	BS	Engineering Mathematics	27.0301	02/28/24	02/29/24
9.	N.C. A&T	MS	Applied Physics	40.0801	05/22/24	05/23/24
10.	NCSU	M	Genetics	26.0801	05/22/24	05/23/24
11.	NCSU	MS	Genetics	26.0801	05/22/24	05/23/24
12.	NCSU	PhD	Genetics	26.0801	05/22/24	05/23/24
13.	WCU	BS	Art Education	13.1302	05/22/24	05/23/24
14.	WCU	BS	Health Systems Administration	51.0701	05/22/24	05/23/24
15.	WCU	BSEd	Spanish, Secondary Education	13.1330	05/22/24	05/23/24

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.	2022-23 Annual Report of the Committee on Educational Planning, Policies, and Programs	09/23/23	09/24/23

THE **UNIVERSITY** OF
NORTH CAROLINA SYSTEM

ANNUAL REPORT TO THE BOARD OF GOVERNORS
Committee on Educational Planning, Policies, and
Programs
July 1, 2023, through June 30, 2024

	Reports	Committee Approved	Board Approved
2.	Early College High School Graduates Report	09/23/23	09/24/23
3.	Comprehensive Articulation Agreement Annual Report	09/23/23	09/24/23
4.	Implementation of the Board's Resolution on Teacher Preparation	09/23/23	09/24/23
5.	North Carolina School of Science and Mathematics Mission Statement Review	10/19/23	10/19/23
6.	Teacher Early College Agreement Renewals	10/19/23	10/19/23
7.	Approval to Submit Return on Investment Study by Deloitte to the General Assembly (joint meeting with Strategic Initiatives)	11/17/23	11/18/23
8.	North Carolina Area Health Education Centers (NC AHEC) Annual Report	04/17/24	04/18/24
9.	Implementation Update on Return on Investment (joint meeting with Strategic Initiatives)	04/17/24	04/18/24
10.	Recommendation that the Board author a letter to the General Assembly outlining the response to the findings of the ROI report (joint meeting with Strategic Initiatives)	04/17/24	04/18/24

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

	Reports/Topics	Presented to Committee
1.	Annual Educator Preparation Report, UNC System	09/23/23
2.	North Carolina Teaching Fellows Annual Report	01/24/24
3.	Next NC Scholarship	02/28/24
4.	Nursing Shortage Discussion	04/17/24
8.	UNC System Intercollegiate Athletics and Financial Transparency Report FY 2022-23	05/22/24
9.	UNC Comprehensive Faculty Policy Initiatives	*
10.	UNC System Educational Career Alignment (ROI)	*
11.	UNC Systemwide Behavioral Health	*

*Updates and reports given throughout the year.

Policy Revision Approvals

	Subject	Committee Approved	Board Approved
1.	Revisions to Section 600.2.3 of the UNC Policy Manual, *Policy on Distinguished Professors Endowment Trust Fund*	10/19/23	11/16/23

THE **UNIVERSITY** OF
NORTH CAROLINA SYSTEM

ANNUAL REPORT TO THE BOARD OF GOVERNORS
Committee on Educational Planning, Policies, and
Programs
July 1, 2023, through June 30, 2024

	Subject	Committee Approved	Board Approved
2.	Revisions to Section 400.1.5 of the UNC Policy Manual, *Policy on Fostering Undergraduate Success*	02/28/24	04/18/24
3.	Revisions to Section 700.1.1 of the UNC Policy Manual, *Policy on Minimum Eligibility Requirements for Undergraduate Admission to the University of North Carolina System*	04/17/24	05/23/24
4.	Revisions to Section 400.1.1 of the UNC Policy Manual, *Policy on Academic Program Planning* (joint meeting with Strategic Initiatives)	04/17/24	05/23/24

Other Committee and Board Actions

	Subject	Committee Approved	Board Approved
1.	2023 Governor James E. Holshouser, Jr. Award for Excellence in Public Service Nominees, Recommendations, and Selections	11/15/23	11/16/23
2.	2024 Board of Governors Awards for Excellence in Teaching Selections	01/24/24	01/25/24
3.	2024 O. Max Gardner Award Nominees, Recommendation, and Selection	02/28/24	02/29/24

Licensure of Nonpublic Educational Institutions
The committee recommended and the Board of Governors subsequently approved the <u>licensure</u> of the degrees from the following institutions on the dates indicated:

	Institution and Degree	Committee Approved	Board Approved
1.	Chamberlain University Online, new applicant	09/13/23	09/14/23
2.	Johnson and Wales University – Charlotte	09//13/23	09/14/23
3.	Southeastern Freewill Baptist College, new applicant	09/13/23	09/14/23
4.	University of South Carolina	09/13/23	09/14/23
5.	Community Based Education and Development College in California, limited license	09/13/23	09/14/23
6.	My Computer Career, new applicant	01/24/24	01/25/24
7.	Rocky Vista University, new applicant	01/24/24	01/25/24
8.	South College – Asheville	01/24/24	01/25/24
9.	South University	01/24/24	01/25/24

THE **UNIVERSITY** OF
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	Institution and Degree	**Committee Approved**	**Board Approved**
10.	University of St. Augustine for Health Sciences, new applicant	01/24/24	01/25/24
11.	ECPI University	05/22/24	05/23/24
12.	Miller-Motte College – Jacksonville	05/22/24	05/23/24
13.	South College	05/22/24	05/23/24
14.	Walden University	05/22/24	05/23/24
15.	Saint Thomas University, limited license	05/22/24	05/23/24

AGENDA ITEM

A-3.   Educator Preparation Efforts at the University of North Carolina System Office Report ..... Shun Robertson

Situation:	Section 2.4.(d) G.S. 116-11(12d) requires the Board of Governors to provide a comprehensive annual report on educator preparation efforts at The University of North Carolina. The report includes information about educator preparation and recruitment, initiatives to improve educator quality, student success measures, and strategic research and related efforts. The report highlights the importance of preparing more high-quality teachers and school leaders for North Carolina's P12 students as one of the University of North Carolina System's highest priorities, and how the goals, strategies, programs, and initiatives outlined in the report reflect the UNC System's longstanding contribution and renewed commitment to the long-term success of P12 education in North Carolina.
Background:	The purpose of the report is to provide information to the Joint Legislative Education Oversight Committee concerning the fifteen educator preparation programs at the constituent University of North Carolina System institutions and the trends that influence supply and demand of teachers and school-based administrators in North Carolina.

The educator preparation report is due on October 15 of each year to the Joint Legislative Education Oversight Committee. |
| **Assessment:** | The report fulfills the annual reporting requirement and includes information about the state of teacher and principal recruitment, UNC System completer impact on public school classrooms, and educator quality efforts. |
| **Action:** | This item is for information only. |

Educator Preparation Efforts at the University of North Carolina System Office

Report to the Joint Legislative Education Oversight Committee

October 15, 2024

University of North Carolina System

Raleigh, North Carolina

INTRODUCTION

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

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

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

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

I. STATE OF THE STATE: TEACHER AND PRINCIPAL PREPARATION

Teacher Preparation[1]

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

Despite perennial issues in k-12 education and educator preparation - a shortage of teachers in high-needs subject areas (particularly Special Education and STEM), difficulty recruiting teachers to rural areas, a lack of racial and gender diversity, and, among others, the empirical reality that younger generations are less likely to remain at the same job, or even in the same field, for their entire career – the number of teacher candidates and completers in UNC System EPPs has increased over the past five years.

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[1] Data used in this section (with the exception of Principal Preparation) were obtained from the publicly available NCDPI EPP Dashboard. Note that DPI data are updated regularly, and figures in this report will reflect the most recent data updates as of July 2024. In 2022, DPI changed the reporting window for EPPs, which was followed by a retroactive update of prior years' data so that comparisons could be made each year based on the new reporting window. As such, some of the totals reported here may not match those from previous iterations of this report. These data, as well as notes and explanations of how they are reported, can be found on the NCDPI EPP website here: https://tinyurl.com/y9uhcy2u.

As of 2023, the number of upper division candidates (that is, students enrolled at an EPP in their second year or beyond, and who are taking EPP coursework) at UNC System EPPs has increased from 5,299 in 2019 to 6,443 – a 21.6 percent increase. Substantial growth in Residency and Licensure Only programs, representing over one-third of upper division enrollments, has fueled this increase despite an overall decline in upper division enrollments from 2022. A breakdown of enrollment trends by traditional and alternative pathways is shown below in Figure 1.

FIGURE 1. ENROLLMENT IN UPPER DIVISION EDUCATOR PREPARATION PROGRAMS, 2019-2023
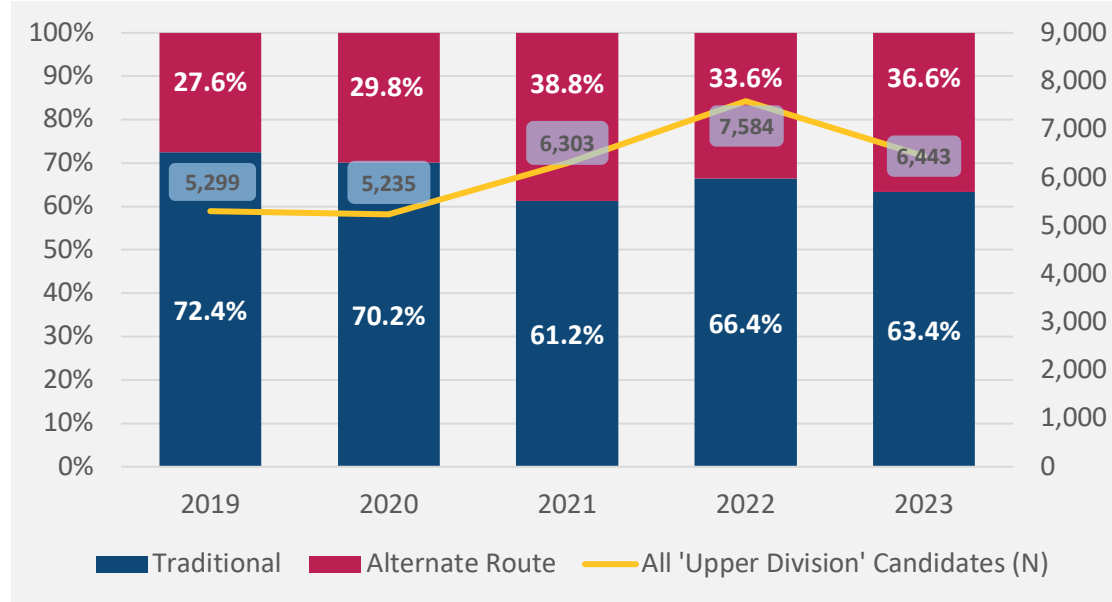
Overall teacher production has increased since 2019, but the upward trend has flattened. There was a 7.1 percent increase in the number of UNC System EPP completers between 2019 (N=2,878) and 2023 (N=3,082). Indeed, the share of completers from alternative licensure programs jumped over 10 percentage points between 2020 and 2021 and has continued to represent roughly one-third of teacher production (see Figure 2).

FIGURE 2. PROGRAM COMPLETERS (TEACHER PRODUCTION) BY PATHWAY, 2019-2023
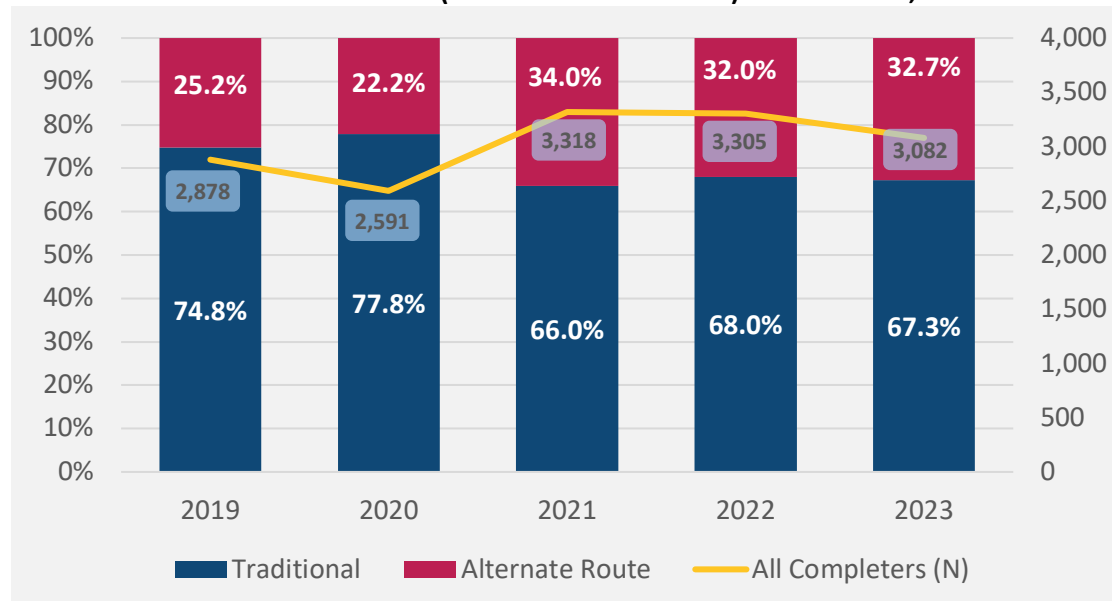
In 2019, the one-fifth of UNC System completers were underrepresented minorities; however, by 2022 one-quarter (25.0 percent) of the 3,082 UNC System EPP completers identified as underrepresented minorities. These proportions of white to underrepresented minority teacher mirror what was reported in the NCDIP Public Schools Statistical Profile for 2022-23.[2] An annual breakdown of the proportion of underrepresented minority completers is shown below in Figure 3.

FIGURE 3. PROGRAM COMPLETERS (TEACHER PRODUCTION) BY MINORITY STATUS, UNC SYSTEM INSTITUTIONS, 2019-2023[3]
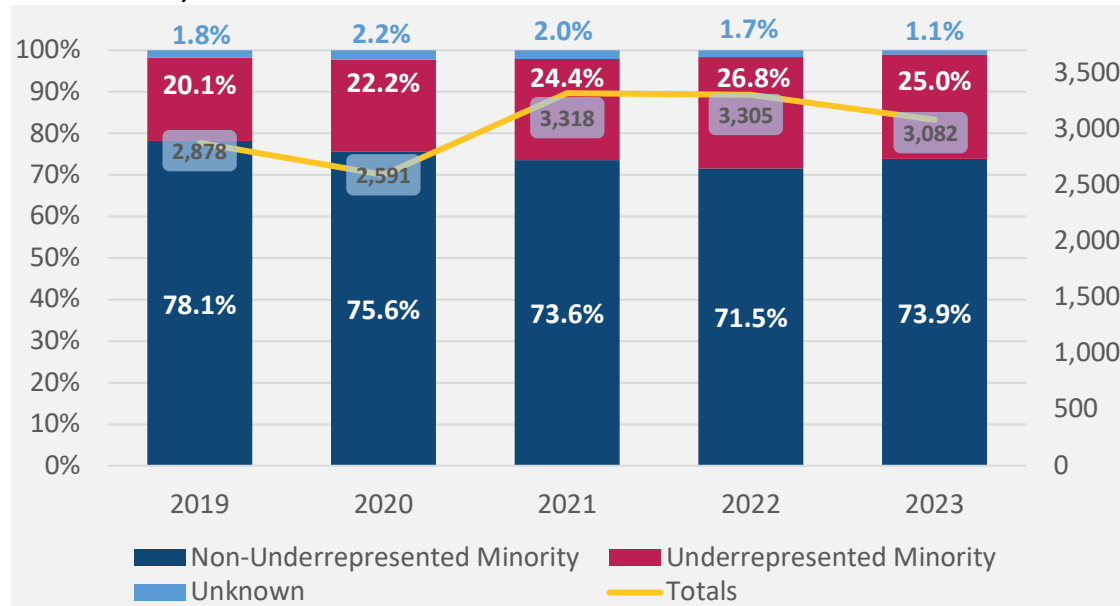
Employment and Retention in North Carolina Public Schools

According to the North Carolina Department of Public Instruction, of the 3,318 UNC System students completing their educator preparation program in 2021, over three-quarters (78.4 percent) were employed in a North Carolina public school within three years of completing their program.

The fifteen Educator Preparation Programs in the UNC System are leading the effort to prepare teachers to be successful and employed in North Carolina. The 2022-2027 UNC System strategic plan calls for us to increase the number of System-Educated 1st-Year public school employees, including certified classroom teachers, assistant principals, principals, and other certified staff (i.e., those working in social services, health services, guidance services, media services, nurses licensed through NCDPI, speech services, audiologists, school psychologists, teacher mentors, and instructional coaches/facilitators). As of the 2022-2023 school year, 5,859 first-year North Carolina public school employees earned their degree at a UNC System institution, a 2.7 percent increase from the 2021-2022 school year (N=5,702).

Licensure Exam Pass Rates

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

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[2] NCDPI Public Schools Statistical Profile, 2022-23: https://tinyurl.com/ncdpi-profile-2223
[3] "Underrepresented minorities" are individuals who identify as American Indian of Alaska Native, Black or African American, Hispanic or Latino, and two or more races.

to convert to a continuing professional license. In 2023, there were 2,456 candidates who completed their EPP program at a UNC System institution that received an initial teaching license. Further, 68 percent of candidates earning their initial license in 2021 converted to a Continuing Professional License (CPL) by 2023, a 15.3 percent increase from the prior year.

Principal Preparation

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

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

Demographics of North Carolina School Administrators

Superintendents. Demographic data indicate that 72 percent of school superintendents in North Carolina public schools during the 2022-23 academic year were male, 78 percent were White, 20 percent were African-American, and the average age was 53 years. Superintendents reported an average of 26.0 years of experience in education, with eight percent having achieved a master's degree and 90 percent holding doctorates or other advanced degrees.

Principals. The data also indicate that 62 percent of North Carolina public school principals were female, 71 percent were White, and 26 percent were African-American. The average age for principals was 46. Data indicate principals had an average of 21.3 years of experience in education with 77 percent having achieved a master's degree, and 21 percent holding doctorates or other advanced degrees.

Assistant Principals. The data show that North Carolina assistant principals are 67 percent female, 62 percent White, and 34 percent African-American. Assistant principals were mostly in their early to mid-40s. Assistant principals averaged 17.9 years of experience in education, with 83 percent having achieved a master's degree and 10 percent holding doctorates or other advanced degrees.

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

TABLE 1. ADMINISTRATORS BY AGE GROUP, 2022-23

	Avg Age	<40	40-44	45-49	50-54	55+
Superintendents	52.65	3	9	23	41	41
Principals	46.45	444	588	679	544	316
Assistant Principals	43.91	1,119	666	645	563	342
Total Counts	**--**	**1,566**	**1,263**	**1,347**	**1,148**	**699**

TABLE 2. ADMINISTRATORS BY YEARS OF EXPERIENCE, 2022-23

	Avg Years	<10	10-14	15-19	20-24	25-29	30+
Superintendents	26.25	5	3	6	26	44	36
Principals	21.33	73	312	614	787	563	222
Assistant Principals	17.91	438	692	867	739	440	168
Total Counts	**--**	**516**	**1,007**	**1,487**	**1,552**	**1,047**	**426**

TABLE 3. ADMINISTRATORS BY HIGHEST DEGREE EARNED, 2022-23

	Bachelor's	Master's	Sixth Year Advanced	Doctoral
Superintendents	2	10	17	89
Principals	69	1971	198	333
Assistant Principals	252	2,753	177	154
Total Counts	**323**	**4,734**	**392**	**576**

TABLE 4. ADMINISTRATOR BY RACE AND GENDER, 2022-23

	Female	Male	Asian	African Am.	Hispanic	Am. Indian	White
Superintendents	33	85	0	23	1	2	91
Principals	1,591	970	11	667	27	29	1,791
Assistant Principals	2,202	1,102	10	1,101	67	45	2,029
Total Counts	**3,826**	**2,157**	**21**	**1,791**	**95**	**76**	**3,911**

Demand Trends for North Carolina School Administrators

Figure 4 outlines retention rates for North Carolina's principals in the 2015-16 through 2022-23 academic years. Across these seven years, approximately 83 to 88 percent of principals returned to the principalship in North Carolina the following year. Five years out, approximately half of North Carolina's principals were no longer in that position.

FIGURE 4. PRINCIPAL RETENTION RATES, 2015-16 TO 2021-22 COHORTS
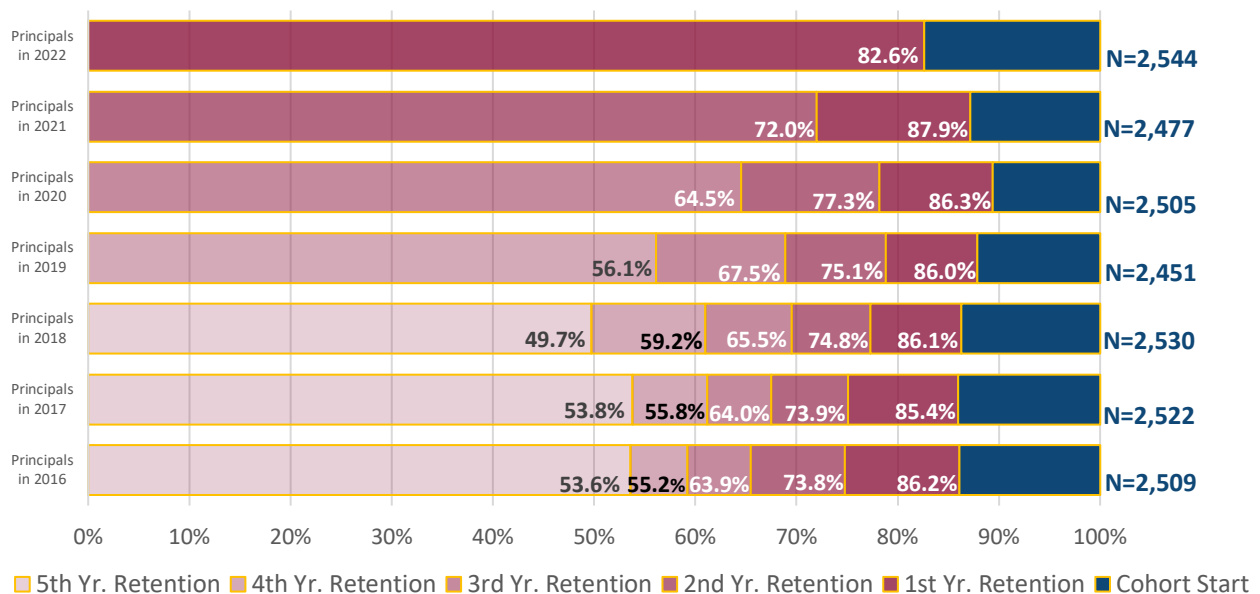
Table 5 displays the number of new school administrators statewide and by region in the 2022-23 academic year.

TABLE 5. NUMBER OF NEW SUPERINTENDENTS, PRINCIPALS, AND ASSISTANT PRINCIPALS, BY REGION (2022-23)

	New Superintendents	New Principals	New Assistant Principals
Statewide	*20*	*364*	*767*
Northeast	7	27	59
Southeast	4	42	52
North Central	0	72	201
Sandhills	2	37	88
Piedmont Triad	2	55	111
Southwest	2	74	164
Northwest	1	30	49
Western	2	27	43

Table 6 presents data on the number of newly hired assistant principals holding provisional licenses. A one-year provisional license may be issued by a local board of education to an individual selected for employment as an assistant principal if:

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

During the 2022-23 academic school year, 9.1 percent of all newly hired assistant principals held provisional licenses. This number varies greatly by region, with 21.2 percent of newly hired assistant principals holding a provisional license in the Southeast region and 2.7 percent holding a provisional license in the Piedmont Triad region.

TABLE 6. NEWLY HIRED ASSISTANT PRINCIPALS (2022-23) WHO HOLD A PROVISIONAL LICENSE

	Total New APs	Provisional Licenses	
		N	%
Statewide	*767*	*70*	*9.1%*
Northeast	59	9	15.3%
Southeast	52	11	21.2%
North Central	201	15	7.5%
Sandhills	88	8	9.1%
Piedmont Triad	111	3	2.7%
Southwest	164	12	7.3%
Northwest	49	5	10.2%
Western	43	7	16.3%

Supply Trends for North Carolina School Administrators

Table 7 provides data collected by the Department of Public Instruction related to the annual supply for principals and assistant principals. In 2022-23, 89 percent of newly hired principals had served as assistant

principals in 2021-22. Of the newly hired assistant principals in 2022-23, 45 percent were classroom teachers in the previous year. Additionally, 17 percent of newly hired assistant principals were employed as assistant principal interns in 2021-22.

TABLE 7. SOURCES OF NEW PRINCIPALS AND ASSISTANT PRINCIPALS (APS) 2021-22

	Total New Principals	New Principals Who Were APs in Prior Year		Total New APs	New APs Who Were Teachers in Prior Year		New APs Who Served as Interns in Prior Year	
		N	%		N	%	N	%
Statewide	**364**	**325**	**89.3%**	**767**	**344**	**44.9%**	**130**	**17.0%**
Northeast	27	23	85.2%	59	30	50.9%	7	11.9%
Southeast	42	36	85.7%	52	33	63.5%	0	0.0%
North Central	72	68	94.4%	201	78	38.8%	48	23.9%
Sandhills	37	32	86.5%	88	39	44.3%	29	33.0%
Piedmont Triad	55	52	94.6%	111	49	44.1%	16	14.4%
Southwest	74	68	91.9%	164	57	34.8%	19	11.6%
Northwest	30	23	76.7%	49	37	75.5%	2	4.1%
Western	27	23	85.2%	43	21	48.8%	9	20.9%

Table 8 provides the number of graduates of North Carolina's Master of School Administration (MSA) programs. Since the 2018-19 academic year, UNC System principal preparation programs have produced 1,396 school leader graduates.

TABLE 8. MSA DEGREES CONFERRED AT UNC SYSTEM INSTITUTIONS, 2017-18 TO 2021-22

Institution	2018-19	2019-20	2020-21	2021-22	2022-23	Institution Totals
ASU	17	19	28	12	45	121
ECU	48	53	39	43	47	230
ECSU	9	5	2	8	11	35
FSU	14	13	14	9	8	58
NCA&T	6	17	4	5	1	33
NCCU	19	16	15	38	21	109
NCSU	14	33	19	46	19	131
UNCA	--	--	--	--	--	--
UNC-CH	30	15	17	20	20	102
UNCC	28	23	20	42	29	142
UNCG	31	31	6	29	6	103
UNCP	27	33	38	23	24	145
UNCW	16	15	11	11	16	69
WCU	18	28	21	33	18	118
WSSU	--	--	--	--	--	--
Total Counts	**277**	**301**	**234**	**319**	**265**	**1,396**

Demand Trends

In 2022-23, 364 new principals were hired, with the largest number of new principals employed in the Southwest region. Assistant principals were also in high demand, with 767 new hires, 26 percent in the

North Central region and 21 percent in the Southwest region. There were 20 newly hired superintendents in the state.

Data regarding principal retention demonstrate that over 40 percent of North Carolina's principals were no longer employed in the state's public schools four years later and approximately half left their positions after five years. Age data indicate that administrator turnover rates over the next several years may increase due to retirement, particularly among superintendents. Considering the number of new MSA graduates in 2022-23 (265) and the number of assistant principals who are under the age of 40, the data indicate a large pool of potential principals and superintendents currently exists to fill these gaps.

Supply Trends

In 2022-23, there were 1,151 new school administrators hired in North Carolina (20 superintendents, 364 principals, and 767 assistant principals). Of the new principals, 89 percent were employed as assistant principals during 2021-22. In addition, 45 percent of new assistant principals in 2022-23 were employed as teachers in the previous year. These numbers, in addition to the number of new MSA graduates (265) produced by the UNC System in 2022-23, suggest that there would be a minimal shortfall in the supply of school administrators needed to meet the state demand. There are also thousands of educators who hold licenses in school administration who do not yet serve as school administrators—lending even greater complexity to the estimation of school administrator supply and demand trends.

II. STUDENT AND EPP COMPLETER SUCCESS MEASURES

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

Education Value-Added Assessment System (EVAAS)

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

FIGURE 5: EVAAS GROWTH, UNC SYSTEM INSTITUTION COMPLETERS, 2017-2020 ACADEMIC YEARS
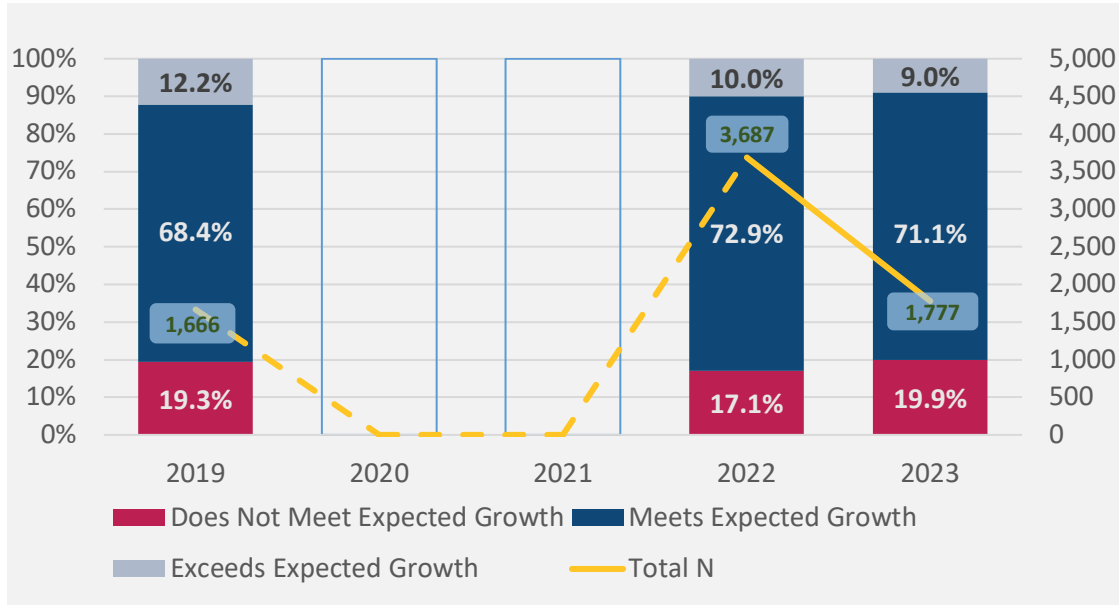
Between 2019 and 2022, the number of teachers who completed their EPP at a UNC System institution *and* were assessed for EVAAS more than doubled from 1,666 in 2019 to 3,687 in 2022.[4] Over this same period, the proportion of students meeting or exceeding growth measures who were educated in classrooms with a teacher that graduated from a UNC System institution increased steadily.

Recent Graduate Survey

Each year, recent graduates of UNC System EPPs are surveyed about their student experiences. Recent graduates respond to items categorized as "Opportunities to Learn" (OTL) as well as their overall experience. Responses fall on a 5-point scale, where 1 indicates the most negative experience on that construct, and a 5 indicates the most positive experience on that construct. The results from the 2023 Recent Graduate Survey are shown below in Figure 6.

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[4] Because EVASS estimates are not assessed for every subject area, the total completers being assessed for EVAAS performance may differ from the total completers in a given year. Data were not reported in 2020 and 2021 due to the COVID-19 pandemic. If 2020 was in a candidate's three-year window following program completion, data from the subsequent year are included so that every candidate has a three-year window. This may account for the spike in the number of EVAAS scores in 2022.

FIGURE 6. RECENT GRADUATE SURVEY, UNC SYSTEM EPP COMPLETERS, 2023[5]
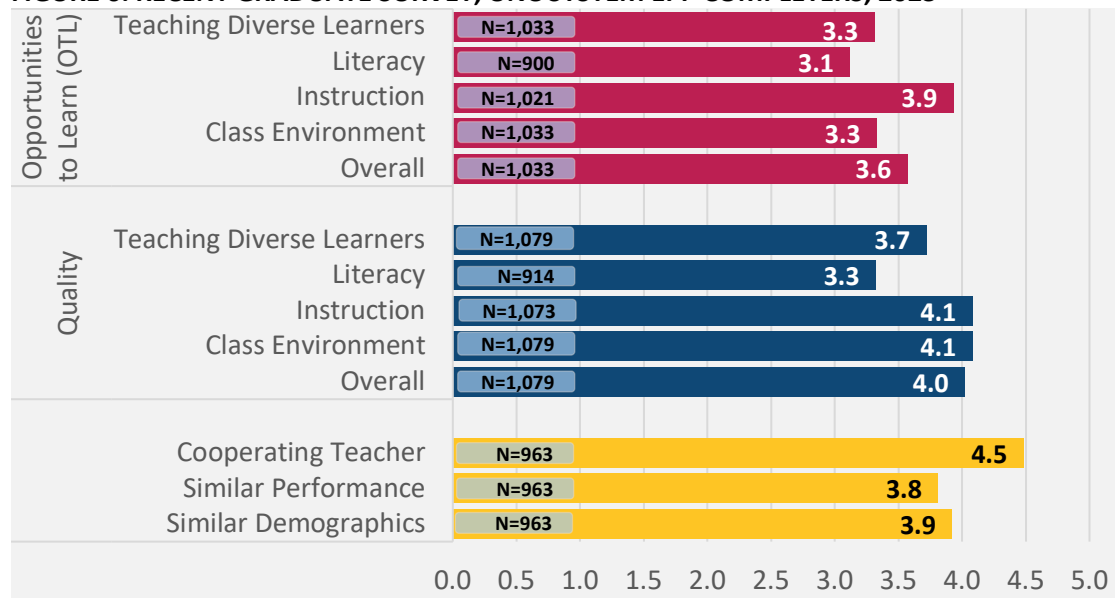
Generally, recent graduates from UNC System institutions report positive experiences with their education. Overall ratings on "Opportunities to Learn" (avg. score 3.6 out of a possible 5) and "Quality of Education" (avg. score of 4.0 out of a possible 5) reflect positive attitudes toward their EPP. In addition, satisfaction with their assigned cooperating teacher during their clinical practice (avg. score of 4.5 out of a possible 5) received positive marks across nearly all respondents.

Employer Satisfaction Survey

In addition to a recent graduate survey, each year, principals in NC public schools are surveyed on their perceptions of the preparedness of recently graduated teachers who have been hired to teach in their schools. The state of North Carolina began collecting and releasing Employer Satisfaction survey data to EPPs in 2018. The following data are for graduates of UNC System institutions as compared to graduates of other teacher preparation programs employed at the same schools. School leaders indicate the relative effectiveness of the recently graduated teachers on a variety of tasks in comparison to other first-year teachers. Data are reported according to the North Carolina Professional Teaching Standards and are disaggregated by elements of each standard on the survey. [6]

The five standards are:

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

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

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

Responses to the 2023 employer satisfaction survey are shown below in Figure 7. Each item is rated on a scale where 1= "much less effective", 2= "less effective", 3= "comparable", 4= "more effective', and 5= "much more effective." On all five standards, survey respondents rated first-year teachers who graduated from UNC System institutions between "comparable" and "more effective" than first-year teachers working at the school who graduated from a non-UNC System institution EPP.

FIGURE 7. EMPLOYER SATISFACTION SURVEY, UNC SYSTEM EPP COMPLETERS, 2022
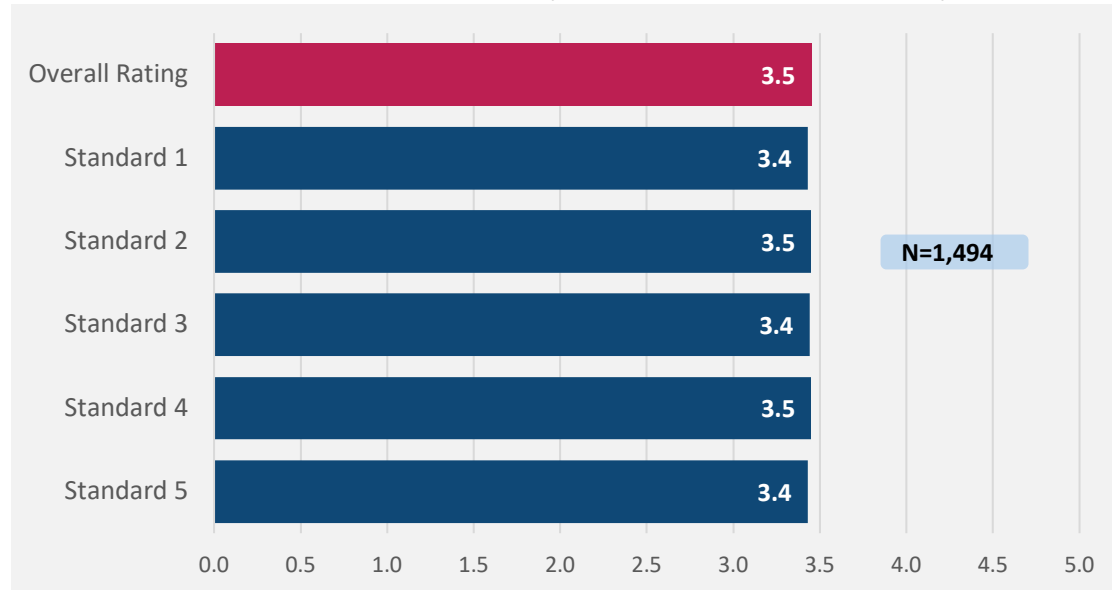
North Carolina Educator Effectiveness System (NCEES)

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

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

FIGURE 8. UNC SYSTEM COMPLETER NCEES PERFORMANCE, 2017 TO 2022[7]
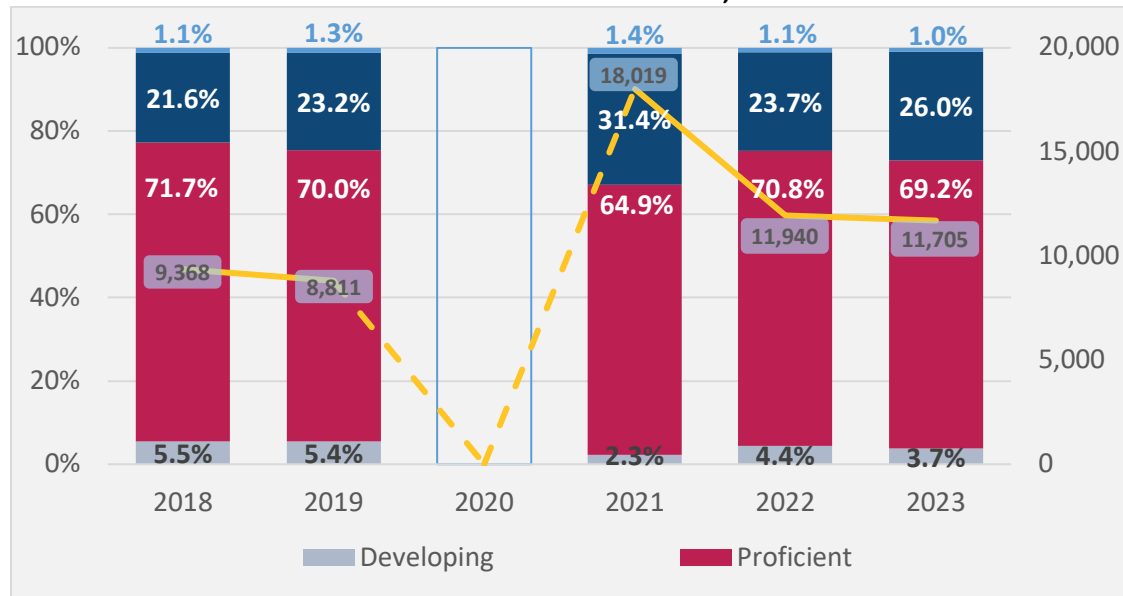
III. RECRUITMENT INTO THE EDUCATOR PIPELINE

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

North Carolina Teaching Fellows Program

First established in 1986, the North Carolina Teaching Fellows (NCTF) Program is a forgivable-loans-for-service program designed to recruit high-achieving students into the teaching profession. Teaching Fellows provides up to $5,000 per semester in financial aid that is repayable through teaching service in any NorthCarolina public school—traditional public, lab school, or charter school.

Reauthorized by the NC General Assembly in 2017, the Teaching Fellows program focused specifically on recruiting for the high-need subject areas of STEM and Special Education. The 2017 version of the program originally included five EPP partners -- two private universities and three UNC System institutions: North Carolina State University, the University of North Carolina at Chapel Hill, the University of North Carolina at Charlotte, Elon University, and Meredith College. In 2020, the General Assembly granted authorization for the program to expand to three additional EPPs, Fayetteville State University, North Carolina Agricultural and Technical State University, and UNC Pembroke as the three additional Teaching Fellows institutions.

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

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[7] NCEES scores were not reported for 2020 due to the COVID 19 pandemic. If 2020 was in a candidate's three-year window following program completion, data from the subsequent year are included so that every candidate has a three-year window. This may account for the spike in the number of NCEES scores in 2021.

December 2023 and two (2) new partner institutions – Appalachian State University and East Carolina University were selected by the Commission in February 2024 in accordance with the guidelines set in G.S. 116-209.62(f).

- o Student Awards – G.S. 116-209.62(g) was amended to increase the maximum semester award from $4,125 to $5000 for each participant.
- o 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.
- o 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:

- 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.
- 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 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:

- Appalachian State University
- East Carolina University
- Elon University
- Fayetteville State University
- North Carolina A&T State University
- North Carolina State University
- University of North Carolina at Chapel Hill
- University of North Carolina at Charlotte

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.

A key element of the Teaching Fellows program is providing meaningful enrichment opportunities to all program participants. The enrichment model for Teaching Fellows is two-fold – under the direction of a campus director, each of the ten partner institutions have designed an enrichment framework, which is designed to build community in a smaller setting among a Fellow's 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 own respective communities.

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

recent statewide event was held on April 18, 2024, at the UNC System Office in Raleigh. The day-long spring symposium had over 75 attendees and featured engaging breakout session activities for campus directors, district leaders, Commission members, and NCTF Advisory Board members. In the 2024-2025 academic year, NC Teaching Fellows will have professional development activities centered around four aspects in teaching: 1) use of instructional technology, 2) coaching for performance, 3) literacy, and 4) responsiveness to environmental factors. Statewide program initiatives include working with literacy and tutoring programs, providing mental health awareness and support training, and sponsoring students to attend the North Carolina Department of Public Instruction (NCDPI) AIM 2024 conference.

Applicants to the program include high school seniors, undergraduate college transfers entering education preparation programs, and residency teachers seeking initial licensure in Elementary, STEM or Special Education. Due to the addition of elementary education combined with adding two (2) additional institutions, the seventh class of Fellows has swelled to 421 students who began in the 2024-2025 academic year. This represents over a 250% increase from the previous year. As of the 2022-23 reporting year, the NC Teaching Fellows has produced 217 program completers. Detailed graduation and school data for the NC Teaching Fellows program will be provided in the Teaching Fellows' 2025 Annual Joint Legislative Education Oversight Committee report in January.

The North Carolina Teaching Fellows program's strategic goals for the 2024-25 academic year include:

- Increase applicants by 10 percent to 1,400 through active recruitment, opening of fall application window, and collaboration with local education agencies across the state
- Increase awards granted by 5 percent to 500
- Increase participants at each institution to a minimum of 25 per academic year
- Increase diversity of candidates by gender and race by 20 percent by 2024-2025 cohort
- Reduce cash repayment number to below 5 percent in 3-year window while increasing service repayment by 10 percent
- Increase New Teacher Support Program participation among Fellows' completers by 10 percent to 75 in 2024-2025 year

The NCTF program will utilize campus fellows to actively recruit and promote the benefits of the program to potential applicants. The program will also continue the formation of partnerships with local school units and educational partners in a collaborative effort to enhance the teacher preparation pipeline across the state, and most notably, in areas of the state that have the highest teacher attrition rates and recruitment challenges. Working with the partner institutions and with potential future legislative flexibility to use existing NCTF Trust Fund resources, the NCTF program is poised to be a leader in the recruitment, preparation, and support of future teachers in North Carolina.

North Carolina Principal Fellows Program

The North Carolina Principal Fellows Program (NCPFP), created in 1993, was originally designed to provide state funded forgivable loans to principal candidates attending UNC System institutions. In 2015, the Transforming Principal Preparation Program (TP3), a competitive grants-based program for high-quality principal preparation, was established in North Carolina. In 2019, the General Assembly acted to reform principal preparation by enacting Senate Bill 227: TP3/Principal Fellows Consolidation. The legislation consolidated the traditional Principal Fellows Program with the Transforming Principal Preparation Program (TP3), revolutionizing the way North Carolina recruits and prepares school leaders. The consolidated program retains the competitive grants-based model of TP3 and the state-appointed Commission governance structure of the Principal Fellows Program. Due to this competitive model, the number of Grantees receiving grant funding remains limited to eight. There is value in fostering a culture of continuous improvement among all of North Carolina's principal preparation programs, and the

implementation of a Development Grant to a "runner up" applicant(s) in each grant cycle may incentivize programs to make improvements to their proposal and reapply in the future. This incentive would require legislation, but funding could be provided from existing NCPFP Trust Fund resources.

Since the full merger of both programs (2021-22), the NCPFP has graduated 348 candidates. Of the 2022 graduates, 96 percent are serving in a school leadership position and 80 percent of these positions are in a high-need school. One hundred percent of 2023 graduates have secured a school leadership position, with 83 percent of those positions being in a high-need school. Employment verification for 2024 graduates is underway, with initial placement in school leadership positions at over 50 percent as of July 2024.

Principal Fellows, in addition to completing rigorous graduate coursework and an immersive internship, engage in supplemental professional learning designed to better prepare them to lead our State's most high-need schools. During the 2023-24 academic year, the NCPFP continued its efforts to offer enhancements that align with the North Carolina Department of Public Instruction's Operation Polaris and the State Board of Education's Strategic Plan. Principal Fellows engaged in Lexia *Language Essentials for Teachers of Reading and Spelling (LETRS®) for Administrators* training, which strengthened their capacity to support teachers with the implementation of literacy instruction. Through their participation, Principal Fellows learned how to select literacy curricula and assessments, empowered teachers by giving them the support they need on their own *LETRS®* journey and gained access to practical tools and guides to implement a sustainable literacy program. This plan supports the NCDPI as they train elementary teachers and administrators across the State. The NCPFP, however, is training *all* aspiring leaders in the program, acknowledging the importance of literacy instruction at all grade levels.

Additionally, Principal Fellows were enrolled in an online, asynchronous course focused on the North Carolina Standards for School Executives Leadership Competencies. This course is designed to support aspiring leaders' development as problem-solvers and critical thinkers. Further, course content enhances and deepens the internship experience Principal Fellows complete during the second year of the program. Through videos, articles, activities and reflective prompts, participants examine their experiences and background to consider perspectives different from their own. Completion of the course equips Principal Fellows with the skills to handle difficult conversations and make decisions that school administrators face daily. As part of the course participation, Principal Fellows receive leadership coaching while enrolled in the program.

Unrelated to the North Carolina Standards for School Executives Leadership Competencies Course, Principal Fellows received coaching support from strong veteran educational leaders while enrolled in the program. For example, former principals, district superintendents, and state-level leaders met with Principal Fellows regularly to identify strengths and areas for development, set goals, provide guidance and offer feedback. Looking ahead, as the NCPFP enters a new grant cycle selection period, awarded programs will identify ways in which this same level of support can continue during the Principal Fellow's first few years as a school leader.

The NCPFP continues to offer *LETRS® for Administrators* training during the 2024-25 academic year and will also provide Principal Fellows with an opportunity to engage with training centered on resilience and trauma-informed schools. This professional development includes a deep dive into trauma and Adverse Childhood Experiences (ACEs) and the research behind them, as well as an overview of the brain science behind the stress response system and how the impact of trauma may show up in the school and classroom settings. Resilience and trauma-informed strategies for schools will be discussed and framed around staff wellness, relationship-building, overall environment and social-emotional learning.

With the completion of a high-quality MSA program, including a full-time comprehensive administrative internship and engagement in university-specific enrichments, principal candidates receive a solid foundation to assist in their transition from teacher to administrator. In addition to these opportunities, Principal Fellows, through their participation in the additional enhancements offered by the State NCPFP, feel confident and better equipped to support the students, teachers, and parents of North Carolina as effective school leaders. As such, the NCPFP Commission has established two growth goals to better meet the supply-and-demand needs of school districts across the state. Contingent on increased funding from the General Assembly, the NCPFP will preserve program quality while increasing the number of Principal Fellows graduates to 55 percent of the demand need by 2029 and 70 percent of the demand need by 2032.

Future Teachers of North Carolina

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

Aligned with a request from the UNC Board of Governors, the General Assembly adopted changes that expands FTNC's program eligibility to all System EPPs, allowing each university to apply for a grant to host a targeted, immersive recruitment event for high school juniors and seniors. For the 2023-2024 application cycle, grants were awarded to the following institutions:

- University of North Carolina at Pembroke (Eastern Region; one session in June 2024)
- Appalachian State University (Western Region; one session in May 2024)

These FTNC events were hosted in the spring and summer, and each fostered enhanced partnerships with the surrounding school districts and strengthened the recruitment pipeline by displaying a clear pathway from high school into an EPP. Across the two institutions, 207 applications were received from potential students and 109 attended the FTNC events. Participants engaged in a variety of activities, including interactions with education faculty, current practicing teachers, and university education majors. Topics covered at the events included licensure, classroom culture, educator competencies, teaching fundamentals, and the student teaching experience. A list of the participating high schools may be found in Appendix B.

TABLE 9. FTNC SYMPOSIUM PARTICIPANT DEMOGRAPHICS, 2023-24

Race/Ethnicity (N=109)	%
American Indian	1%
Asian	6%
Black or African American	12%
Latino/a (Hispanic)	6%
Multi-Racial	5%
White	70%
Gender (N=109)	**%**
Female	79%
Male	21%

Participants in the FTNC Symposium events were asked to submit answers to a survey about the effectiveness of the event as well as indicate their future plans to become an educator. The results of the survey are shown below in Table 10.

TABLE 10. FTNC SYMPOSIUM PARTICIPANT FUTURE PLANS SURVEY RESULTS, 2023-24

Survey Item (N=109)	%
Students who plan to choose teaching as a profession	86%
Students who plan to enroll in a community college, a constituent institution, a private postsecondary institution located in North Carolina, or a postsecondary institution located in another state	97%
Students who felt the FTNC Symposium increased the student's knowledge of the teaching profession and other careers in education	97%

Campus Recruitment Efforts

The UNC System receives an annual appropriation from the NC General Assembly of $750,000 to support teacher recruitment efforts for the 15 EPPs. These funds have been disbursed to EPPs on the basis of quantitative and qualitative metrics like student completion, production in high-need licensure areas, successful recruitment of diverse candidates, and the effectiveness of EPP graduates. EPPs are able to utilize recruitment funds in a variety of ways: hosting student campus visits, offering outreach at career fairs, providing targeted student support, increasing outreach to LEA partners, staffing support for campus recruiters, marketing efforts, and supporting program improvements, among others. At the end of the fiscal year, EPPs share Expenditure Reports with the UNC System Office. This is the primary funding source for teacher recruitment efforts of educator preparation programs at the 15 institutions of the UNC System.

Since the 2018-19 fiscal year, the UNC System has employed a formula that included a base funding amount which was then augmented by additional funds based on historic productivity data (from 2006 onward), current productivity data (most recent year), production in high needs areas, and minority recruitment. Bonus funding based on EPP Performance outlined on EPP Report Cards was also included in this formula.

In 2023-2024, a new model was introduced based on campus feedback that focuses on current enrollments and production (using no more than three years of historical data), with additional weighting for enrollments and completers in high needs areas (i.e., Special Education, STEM). The intention of this new formula is to reward programs that recruit students to- and through their EPP and produce candidates who will be prepared to address North Carolina's highest needs in the teacher workforce.

IV. INITIATIVES TO IMPROVE EDUCATOR QUALITY

The UNC System not only strives to recruit more education professionals to serve in North Carolina's public schools, but it also seeks to ensure that each one of these individuals is well-prepared with the knowledge and skills to positively impact student academic achievement. In 2018, the UNC System Office commissioned a report, Leading on Literacy, to examine undergraduate teacher preparation programs within its constituent institutions. The study identified several opportunities for improvement in teacher preparation, particularly in effective literacy instruction. It also identified several possible ways for the UNC System Office to better support faculty and leaders in teacher recruitment and preparation more broadly. To ensure that pre-service and in-service teachers are effective reading teachers, collaborations between P-12 school districts and educator preparation programs (EPPs) in teacher training, professional development, and reflective practice remain critical and essential. The State of North Carolina is clearly committed to such growth as evidenced by the General Assembly's investment to support ongoing initiatives that enhance instructional training and practice in reading and literacy.

Literacy Course Response

Session Law 2021-180 charged the UNC System to facilitate a review of the literacy courses in elementary and special education programs to ensure that the Science of Reading is integrated into those programs. Teacher Prep Inspection-US (TPI-US) was selected to conduct the review as the external evaluator, and this review was conducted during the Fall 2022 term. The review included sixty total courses from fifteen educator preparation programs of the UNC System. One institution – UNC Charlotte – was rated as "Strong", and five others were rated as "Good", while the remaining nine EPPs were rated as "Needs Improvement" or "Inadequate".

Results of the TPI-US literacy course review were shared with individual educator preparation programs in December 2022, with aggregate findings presented to the UNC Board of Governors in January 2023. As a result of the findings, the Board of Governors passed a resolution that charged EPPs with addressing areas identified as in need of improvement. Subsequently, UNC System President Peter Hans issued a memo (February 2023) providing guidance to EPPs as they worked to respond to the recommendations during the Spring 2023 term. The primary milestones included an Action Plan (due May 1, 2023) that outlined intended steps/actions as well as a Final Report and supportive Artifacts (due July 1, 2023) that described actions taken and provided evidence of such. All EPPs met the July deadline for submission of the final report and supporting artifacts. To ensure that these submissions were evaluated with rigor and fidelity, the UNC System Office assembled a team of university-based reviewers with proven expertise in the Science of Reading. Review teams assessed EPP submissions throughout July and August so that recommendations could be shared with the UNC Board of Governors in September 2023. Findings suggested that, while many EPPs had made great strides in the nine months since results were presented, most still had adjustments and improvements to make.

As a result, the Board of Governors resolved that EPPs would continue enhancements and improvements throughout the 2023-24 academic year. The timeline was extended so that EPPs would have the full year to engage with and address feedback from the 2022 and 2023 reviews. UNC System President Peter Hans issued a memo (November 2023) to define actions and expectations as well as supports provided by the UNC System Office. These included EPP-specific annotated reviews of recommendations for all fourteen EPPs as well as dedicated technical assistance time for ten EPPs (both provided by TPI-US). Similarly to the previous year's review, EPPs were to submit an initial Action Plan (by March 1, 2024) as well as a more comprehensive Final Report supported by evidences and artifacts (by July 1, 2024). To maintain consistency and familiarity with programs, the UNC System Office retained the seven-person team of university-based reviewers with proven expertise in the Science of Reading utilized in the 2023 review cycle.

Transfer Advisory Committees (TACs)

In collaboration with the North Carolina Community College System (NCCCS), the UNC System Office provides leadership and guidance in facilitation of two Transfer Advisory Committees (TACs) that meet on a quarterly basis to enhance and facilitate efficient and effective transfer processes between institutional systems.

Associate in Arts for Teacher Preparation/Associate in Science for Teacher Preparation (AATP/ASTP) TAC – The AATP/ASTP TAC met four times during the year, focusing on advocative and collaborative discussions around the Comprehensive Articulation Agreement (CAA), Baccalaureate Degree Plans (BDPs, the academic plan UNC System institutions provide for each major), Early College partnerships, and process clarifications around credit, courses, and appeals. The TAC also attended presentations from the Educational Policy Institute at Carolina (EPIC) about year two of their Transfer Pipeline analysis, a study commissioned by the UNC System to better understand the impact of transfer populations on educator preparation program enrollment and teacher productivity, which allowed the TAC leveraged findings in ideation of future work.

Early Childhood Education/Birth through Kindergarten (ECEBK) TAC – The ECEBK TAC also met four times during the year with similar agendas and responsibilities as representatives from both the UNC System and NCCCS. Throughout the year, work of this TAC focused on advocative and collaborative discussions around the Comprehensive Articulation Agreement (CAA), Baccalaureate Degree Plans (BDPs, the academic plan UNC System institutions provide for each major), program enrollment implications on the workforce, and process clarifications around credit, courses, and appeals. An additional priority of this TAC was (and remains) the facilitation of Site Reviews for Early Childhood/Birth through Kindergarten programs at the four-year UNC System institutions. ECEBK programs from four UNC System institutions were reviewed in the 2023-24 academic year (North Central University, The University of North Carolina Charlotte, Western Carolina University, and Winston-Salem State University). The TAC also attended presentations from the Educational Policy Institute at Carolina (EPIC) about year two of their Transfer Pipeline analysis, a study commissioned by the UNC System to better understand the impact of transfer populations on educator preparation program enrollment and teacher productivity, which allowed the TAC leveraged findings in ideation of future work. Finally, this TAC appointed one new member representing UNC Wilmington as well as reappointed two members representing Fayetteville State University and Western Carolina University.

RELATED SYSTEM OFFICE INITIATIVES

GEAR UP North Carolina

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

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

GEAR UP NC uses a two-part strategy to serve students in thirteen schools across multiple school districts. During the 2023-24 academic year, services were provided to a cohort of 9th through

11th grade students and their families, as well as educators, in three high schools. Services include customized instruction and support to improve math and science preparation and afterschool and summer academic enrichment. These students will continue to receive support, including access to apprenticeship opportunities, as they complete high school and their first year of pos tsecondary education. Thirteen high schools across multiple school districts will receive GEAR UP priority services with special consideration given to high schools with low rates of college enrollment. In the priority model, twelfth graders and their families receive just-in-time support, such as financial aid counseling, college advising, and college match and fit counseling. Stu dents also receive coaching during their first year of postsecondary education to increase postsecondary persistence. By 2026, GEAR UP North Carolina will provide academic preparation and college access serv ices to nearly 35,000 students and their families.

Digital Learning Initiative

In partnership with the North Carolina Independent Colleges and Universities (NCICU), the North Carolina Department of Public Instruction (NC DPI), and the Friday Institute, the University of North Carolina System facilitated phase seven of its Digital Learning Initiative aimed at enhancing the instructional strategies and practices of faculty and teachers in the field of digital learning. Four topically distinguished faculty members from Appalachian State University, East Carolina University, Elizabeth City State University, and Western Carolina University represented the University of North Carolina System. The seventh year of this project produced three comprehensive deliverables: (1) an updated Digital Learning Progress Rubric for EPPs that is aligned to the updated North Carolina K-12 Digital Learning Plan and International Society for Technology in Education (ISTE) Framework; (2) updated Digital Learning Competencies for EPP educators that are aligned to the updated Digital Learning Competencies for Teachers, Coaches, and School Leaders and the ISTE EPP Framework; and (3) a Dissemination Plan for these two items. The full workgroup as well as focused committees met several times throughout the year, though the primary convening was held in March 2024 at the Friday Institute as workgroup members as well as staff from the UNC System Office and NCICU met to review and expand initial drafts. Phase seven deliverables (mentioned above) were submitted as a complete report to NC DPI in June 2024 to satisfy expectations of the Task Order.

Laboratory Schools

In 2016, the North Carolina General Assembly passed legislation requiring the UNC Board of Governors to establish eight lab schools aimed at improving student performance in low-performing schools. The legislation was modified in 2017 to require the creation of nine lab schools, though legislation returned the number to eight in 2023 with the reassumption of UNCG's Moss Street Partnership School by Rockingham County Schools.

Laboratory schools are considered K-12 public schools of choice, operated by a UNC System institution in partnership with a local school district rather than by the local education agency alone. The establishment and operation of the UNC laboratory schools provides the opportunity to redefine and strengthen university partnerships with public schools, improve student outcomes, and provide high quality teacher and principal training. The Lab Schools directly partner with local school districts to promote evidence-based teaching and school leadership, while offering real-world experience to the next generation of teachers and principals. UNC Lab Schools serve every part of the University of North Carolina System mission — teaching, research, and public service.

In 2023-24, eight schools were operational to serve the academic and holistic needs of students, families, and communities. These included: Appalachian State University's Academy at Elkin (Elkin City Schools), Appalachian State University's Appalachian Academy at Middle Fork (Winston-Salem/Forsyth County

Schools), East Carolina University's Community School (Pitt County Schools), NC Agricultural and Technical State University's Aggie Academy (Guilford County Schools), the University of North Carolina at Chapel Hill's Carolina Community Academy (Person County Schools), The University of North Carolina at Charlotte's Niner University Elementary (Charlotte-Mecklenburg Schools), the University of North Carolina Wilmington's D.C. Virgo Preparatory Academy (New Hanover County Schools), and Western Carolina University's The Catamount School (Jackson County Schools). Per legislation, laboratory schools are to operate for a five-year period and apply for renewal for the second five-year period, though none of the eight laboratory schools were scheduled nor eligible for renewal in academic year 2023-24.

The academic year was an impactful one for laboratory schools as they, individually and collectively, reflected on their data and purpose to reimagine and redefine short-term and long-term approaches to student success. The annual evaluation of the Lab Schools, conducted by the Educational Policy Institute at Carolina (EPIC) and presented to the Board of Governors in November (and subsequently the Legislature), served as the launching point for conversations around school accountability and opportunities to improve outcomes. As required by statute, the evaluation included a review of academic achievements, enrollments, initiatives to serve students, the school startup and renewal processes, and opportunities to leverage best practices with EPP peers across the UNC System. As a result, UNC System Office staff (in partnership with the NC Principal Fellow Program) led an intensive improvement process designed to unpack accountability data, define micro goals, and develop enhancement strategies. The team from the UNC System Office met with school and university leadership, often to include the principal, executive director, and EPP dean or a dean's office designee, each month from December 2023 through April 2024. The UNC System Office also facilitated in-person events; the first as two lunch-and-learn workshops co-located at NC DPI's AIM Conference (October 2023), and the second as a drive-in Lab School Convening held at NC Agricultural and Technical State University in Greensboro (June 2024). Collective efforts in academic year 2023-24 were intensive and intentional such that enhancement strategy would be built into academic year 2024-25.

V. STRATEGIC RESEARCH

Community College Transfers and the Teacher Pipeline

The UNC System Office partnered with the Education Policy Initiative at Carolina (EPIC) to conduct research on the community college to four-year institution pipeline for teaching. Key foci for this research include (1) the characteristics of students who enroll in and complete 2+2 programs; (2) employment outcomes for 2+2 completers; (3) the effectiveness of 2+2 completers in NC public schools; and (4) the retention of 2+2 completers in NC public schools.

For the initial analysis (item 1 in the above list), data from the North Carolina Community College System (NCCCS) and the UNC System Data Mart were combined to describe characteristics and outcomes of teacher education pursuers, that is, students who ever enrolled in an undergraduate education major or teacher preparation program (TPP) at a UNC System institution. The primary focus of this initial analysis was community college transfer students, defined as those who: (1) first enrolled solely in a NCCCS institution for at least one fall or spring semester and (2) later enrolled in a UNC System institution within 2 years of exiting the NCCCS institution.

This research highlighted two key points about the role of community college transfer students in North Carolina's teacher education pipeline. First, transfers are vital to the teacher education workforce in North Carolina, earning about 500 undergraduate teacher licensures per year or about one-quarter of the total number awarded at UNC System institutions. Second, transfer students are less likely to successfully complete teacher licensures than UNC System starters who began college at the same time.

If rates of undergraduate teacher licensure attainment for transfer students and UNC System starters were equal, there would be about 70 additional teacher licensures awarded to transfer students per cohort, or a 4 percent increase in the total number of undergraduate teacher licensures awarded each year.

The second analysis (items 2-4 in the above list) tracked employment outcomes, effectiveness as teachers in public schools, and retention once employed as a teacher among community college transfers who complete their degree at a UNC System institution. In this analysis, EPIC found that community colleges are a source of effective teachers for North Carolina Public Schools (NCPS), had comparable EVAAS estimates as peers starting at a four-year institution, and showed only small differences in the evaluation ratings of community college transfers versus four-year institution starters.

Second, the employment outcomes for community college transfers were particularly strong and show a commitment to teaching in hard-to-staff regions of North Carolina. Community college transfers were approximately 4-5 percentage points more likely than four-year institution starters to become a teacher in NCPS. Furthermore, community college transfers were significantly more likely to teach in rural districts, economically distressed districts, and in the district in which they attended high school. Once employed, community college transfers were equally likely as four-year institution starters to remain teachers in NCPS. Collectively, these findings affirm a primary motivation for community college pathways.

CONCLUSION

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

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

APPENDIX A: SCHOOL ADMINISTRATOR DATA BY REGION

TABLE A.1. COUNT OF ADMINISTRATORS BY AGE GROUP, BY REGION, 2021-22

	Avg Age	<40	40-44	45-49	50-54	55+
Superintendents						
Statewide	*52.65*	*3*	*9*	*23*	*41*	*41*
Northeast	52.00	3	1	1	7	7
Southeast	55.23	0	0	2	5	6
North Central	53.20	0	2	1	5	7
Sandhills	51.71	0	2	5	3	4
Piedmont Triad	52.50	0	1	3	7	5
Southwest	51.54	0	2	6	0	5
Northwest	51.79	0	1	3	7	3
Western	53.62	0	0	2	7	4
Principals						
Statewide	*46.45*	*444*	*588*	*679*	*544*	*316*
Northeast	46.80	34	34	45	37	26
Southeast	47.88	34	56	47	63	50
North Central	46.28	99	131	136	110	70
Sandhills	47.58	33	49	79	58	40
Piedmont Triad	46.30	72	112	122	89	47
Southwest	45.71	96	130	153	107	44
Northwest	45.18	49	41	41	37	19
Western	46.87	27	35	56	43	20
Assistant Principals						
Statewide	*43.91*	*1,119*	*666*	*645*	*563*	*342*
Northeast	43.59	57	35	36	23	18
Southeast	44.17	94	56	56	53	30
North Central	43.79	286	195	186	151	82
Sandhills	44.82	112	57	53	56	52
Piedmont Triad	43.61	193	110	105	99	47
Southwest	44.14	241	156	147	137	76
Northwest	43.22	59	31	29	14	18
Western	43.30	77	26	33	30	19

TABLE A.2. COUNT OF ADMINISTRATORS BY YEARS OF EDUCATION EXPERIENCE, BY REGION, 2021-22

	Avg Years	<10	10-14	15-19	20-24	25-29	30+
Superintendents							
Statewide	**26.25**	**5**	**3**	**6**	**26**	**44**	**36**
Northeast	25.74	0	1	3	3	8	5
Southeast	30.23	0	0	0	3	3	7
North Central	24.44	2	0	1	2	6	5
Sandhills	26.29	0	1	1	3	5	4
Piedmont Triad	26.13	1	0	0	4	7	4
Southwest	20.92	2	1	0	7	1	2
Northwest	26.64	0	0	1	3	7	3
Western	30.00	0	0	0	1	7	6
Principals							
Statewide	**21.33**	**73**	**312**	**614**	**787**	**563**	**222**
Northeast	20.21	11	31	33	52	34	15
Southeast	22.09	10	28	52	62	70	28
North Central	21.38	12	70	142	148	121	53
Sandhills	22.20	6	29	47	92	58	27
Piedmont Triad	21.51	7	48	112	141	96	38
Southwest	21.26	10	55	145	168	116	36
Northwest	19.73	13	28	50	52	32	12
Western	21.42	4	23	33	72	36	13
Assistant Principals							
Statewide	**17.91**	**438**	**692**	**867**	**739**	**440**	**168**
Northeast	16.87	27	44	44	30	20	9
Southeast	17.81	39	52	78	72	43	5
North Central	17.75	136	169	235	207	110	45
Sandhills	17.87	41	76	94	53	42	24
Piedmont Triad	18.01	69	122	135	126	74	29
Southwest	18.40	77	151	208	178	108	36
Northwest	17.42	23	31	38	34	19	6
Western	17.95	26	47	35	39	24	14

TABLE A.3. COUNT OF ADMINISTRATORS BY HIGHEST DEGREE EARNED, BY REGION, 2021-22

	Bachelor's	Master's	Sixth Year Advanced	Doctoral
Superintendents				
Statewide	**2**	**10**	**17**	**89**
Northeast	1	1	3	14
Southeast	0	3	1	9
North Central	0	0	1	14
Sandhills	0	0	2	12
Piedmont Triad	0	2	0	14
Southwest	1	2	2	8
Northwest	0	1	3	10
Western	0	1	5	8
Principals				
Statewide	**69**	**1971**	**198**	**333**
Northeast	2	138	16	20
Southeast	10	205	11	24
North Central	11	433	37	65
Sandhills	15	192	12	40
Piedmont Triad	11	319	54	58
Southwest	10	406	30	84
Northwest	5	145	11	26
Western	5	133	27	16
Assistant Principals				
Statewide	**252**	**2,753**	**177**	**154**
Northeast	19	137	6	6
Southeast	27	242	10	10
North Central	60	752	47	42
Sandhills	28	273	13	16
Piedmont Triad	29	455	44	27
Southwest	58	628	34	37
Northwest	14	121	6	10
Western	17	145	17	6

TABLE A.4. COUNT OF ADMINISTRATORS BY RACE AND GENDER, BY REGION, 2021-22

	Female	Male	Asian	African Am.	Hispanic	Am. Indian	White
Superintendents							
Statewide	*33*	*85*	*0*	*23*	*1*	*2*	*91*
Northeast	6	13	0	5	0	0	14
Southeast	2	11	0	3	0	0	10
North Central	7	8	0	7	0	0	8
Sandhills	4	10	0	5	0	0	9
Piedmont Triad	7	9	0	1	1	0	14
Southwest	2	11	0	2	0	1	9
Northwest	3	11	0	0	0	1	13
Western	2	12	0	0	0	0	14
Principals							
Statewide	*1,591*	*970*	*11*	*667*	*27*	*29*	*1791*
Northeast	108	68	1	64	2	1	104
Southeast	151	99	0	46	0	1	197
North Central	343	201	0	198	10	2	331
Sandhills	162	95	3	91	3	19	137
Piedmont Triad	274	164	2	135	6	2	288
Southwest	337	191	4	116	6	3	390
Northwest	106	81	1	10	0	0	173
Western	110	71	0	7	0	1	171
Assistant Principals							
Statewide	*2,202*	*1,102*	*10*	*1,101*	*67*	*45*	*2,029*
Northeast	115	49	1	69	4	1	92
Southeast	213	73	0	69	5	1	205
North Central	559	335	4	386	22	1	460
Sandhills	221	106	0	141	8	36	140
Piedmont Triad	369	183	1	205	14	2	318
Southwest	517	231	4	218	11	3	507
Northwest	102	48	0	9	1	1	132
Western	106	77	0	4	2	0	175

APPENDIX B: FNTC PARTICIPATING HIGH SCHOOLS

TABLE 1B. HIGH SCHOOLS AND LOCAL EDUCATION AGENCIES PARTICIPATING IN FUTURE TEACHERS OF NORTH CAROLINA

High School	Local Administrative Unit
Alexander Central High School	Alexander County Schools
Ardrey Kell High School	Charlotte-Mecklenburg Schools
Avery High	Avery County Schools
Brunswick County Early College High School	Brunswick County Schools
Bunker Hill High School	Catawba County Schools
Bunn High School	Franklin County Schools
Cape Fear High School	Cumberland County Schools
Cleveland High School	Johnston County Schools
Columbus Career and College Academy	Columbus County Schools
Davie County High School	Davie County Schools
Elkin Global Academy	Elkin City Schools
Forbush High School	Yadkin County Schools
Freedom High School	Burke County Schools
Gaston Early College High School	Gaston County Schools
Harnett Central High School	Harnett County Schools
Hendersonville High School	Henderson County Public Schools
Hickory High School	Hickory Public Schools
Highland School of Technology	Gaston County Schools
Hobbton High School	Sampson County Schools
Hoke County High School	Hoke County Schools
Homeschool	--
Jacksonville High School	Onslow County Schools
Jesse C Carson High School	Rowan-Salisbury Schools
King's Mountain High School	Cleveland County Schools
Ledford High School	Davidson County Schools
Massey Hill Classical High School	Cumberland County Schools
Newton Conover High School	Newton Conover Schools
North Brunswick High School	Brunswick County Schools
North East Carolina Prep School	Public Charter School
Northwest School of the Arts	Charlotte-Mecklenburg Schools
Patton High School	Burke County Schools
Perquimans County High School	Perquimans County Schools
Pinecrest High School	Moore County Schools
Porter Ridge High school	Union County Schools
PSRC Early College High School	Robeson County Schools
Purnell Swett High School	Robeson County Schools
Rivermill Academy	Public Charter School

High School	Local Administrative Unit
Saint Stephen's High School	Catawba County Schools
Salisbury High School	Rowan-Salisbury School System
Sampson Early College High School	Sampson County Schools
South Caldwell High School	Caldwell County Schools
South Columbus High School	Columbus County Schools
Southeast Alamance High School	Alamance-Burlington School System
Stuart W Cramer High School	Gaston County Schools
Tuscola High School	Haywood County Schools
Watauga High School	Watauga County Schools
Weddington High School	Union County Schools
William A. Hough High School	Charlotte-Mecklenburg Schools

AGENDA ITEM

A-4. Comprehensive Articulation Agreement Annual Report .... Bethany Meighen

Situation: 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.

North Carolina General Statue 116-11(10c), added by S.L. 2013-72, 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.

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 G.S. 116-11(10c). There was an increase in the total number of NCCCS transfer students over the past year, which corresponds with positive enrollment trends post-COVID. 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 includes several recommendations such as identifying innovative ways to engage with transfer partners at universities and community colleges, searching for technology solutions to support credit mobility, and streamlining transfer governance across the state.

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, 2024

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, 2024

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 to 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. The Transfer Advisory Committee (TAC) has completed four full rounds of compliance visits to UNC System institutions.

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. Both public higher education systems in North Carolina continue to work together to develop and support degree-mapping tools, improved policies, and professional development opportunities 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://www.northcarolina.edu/wp-content/uploads/reports-and-documents/academic-affairs/caa-oct.-2022.pdf

Transfer Enrollment and Performance Data

The UNC System data dashboard provides essential data on transfer students including 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 individual community colleges and universities and 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 2023 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. Similarly, the North Carolina Community College System Office provides data dashboards to report on community college transfer performance, in addition to enrollment and graduation data. Both data dashboards provide comprehensive and timely information on transfer student access, success, and transitions between institutions.
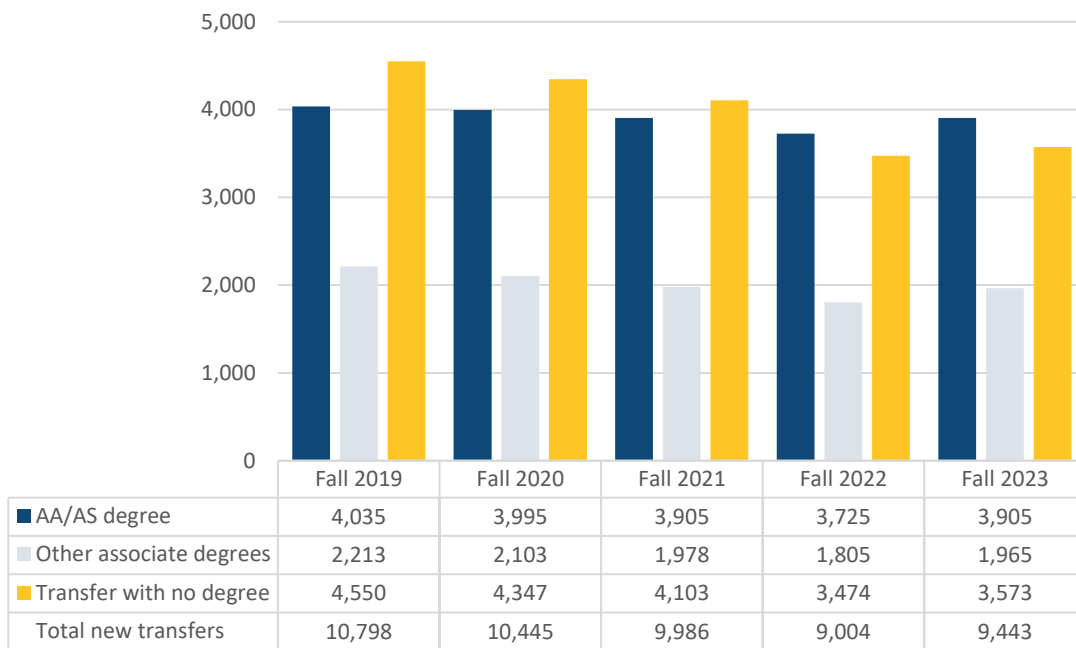
Transfer Student Enrollment

Before the COVID-19 pandemic, there was a steady increase in 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 four years show an overall decrease in associate degree attainment and transfer enrollment when compared to Fall 2019. Institutions continue to 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 an increase in the number of NCCCS students transferring to the UNC System (see Table 1), up from 9,004 in the Fall 2022 semester to 9,443 in the Fall 2023 semester. This marks the first increase in total transfer students since 2018. The number of NCCCS students transferring with a completed associate degree (of any kind) increased (see Table 2) in Fall 2023. During the Fall 2023 semester, the total number of NCCCS students transferring with a completed degree (AA/AS or any other associate degree) was 5,870 compared with 5,530 in the Fall 2022 semester.
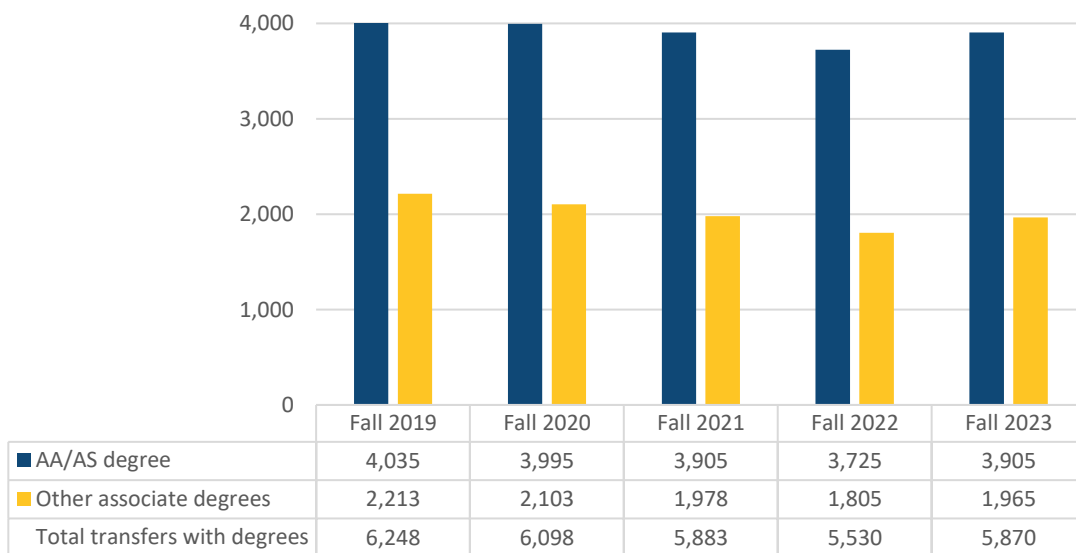
While the overall numbers of students transferring with completed degrees have increased since 2014, there were four years of declining enrollment before the Fall 2023 increase. With community college enrollments recovering from the COVID-19 pandemic and seeing enrollment increases, the UNC and NCCC Systems hope to see continued increases in transfer numbers. The number of NCCCS students who transfer to UNC System institutions with transfer credit, but no degree increased slightly from Fall 2022 (3,474) to Fall 2023 (3,573). The Transfer Guide project, detailed later in this report, is one opportunity to encourage community college students to complete their degrees prior to transferring to UNC System institutions.

Table 1
New NCCCS Student Enrollment in UNC System Institutions

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
■ AA/AS degree	4,035	3,995	3,905	3,725	3,905
■ Other associate degrees	2,213	2,103	1,978	1,805	1,965
■ Transfer with no degree	4,550	4,347	4,103	3,474	3,573
Total new transfers	10,798	10,445	9,986	9,004	9,443

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 Degrees

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
■ AA/AS degree	4,035	3,995	3,905	3,725	3,905
■ Other associate degrees	2,213	2,103	1,978	1,805	1,965
Total transfers with degrees	6,248	6,098	5,883	5,530	5,870

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 (2023-2024 data for students who transferred in the Fall 2022 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 2022 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 2022 semester, however, performed better than UNC System juniors who started at the university as freshmen. 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
2023-24 Transfer Student Grade Point Average After First Year

	NCCCS Transfer Students	Native UNC System Students
▪ Freshmen (less than 30 credits)	2.44	2.75
▪ Sophomore (30 or more credits)	2.79	2.97
▪ Junior (AA/AS degree)	3.12	3.02
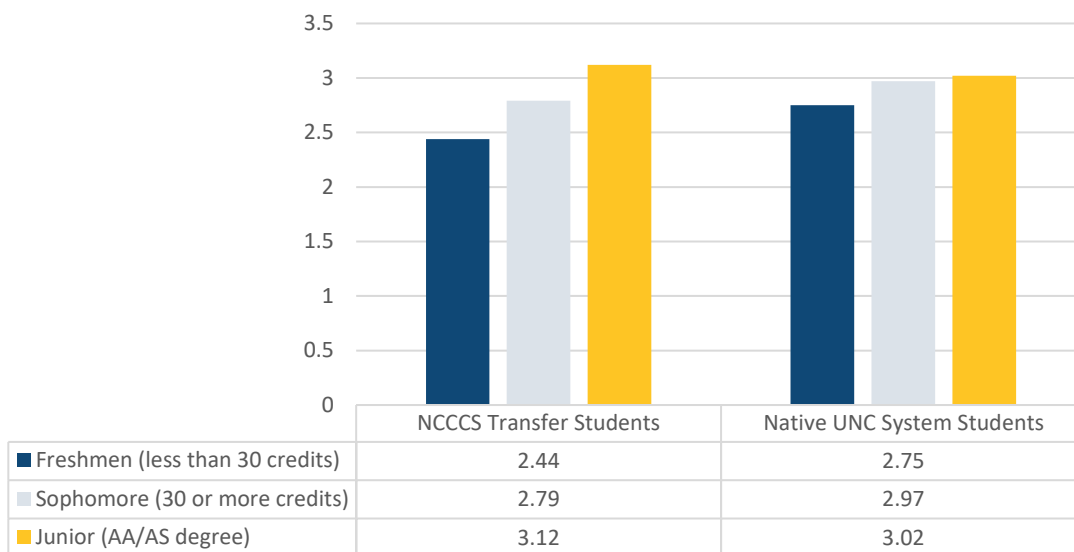
Note: Data indicated are reflective of first-year performance at UNC institutions for transfer students. This measurement was taken during fall 2023 to spring 2024 for the cohort entering in fall 2022.

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 four rounds of reviews with each UNC System institution using a combination of virtual and in-person visits.

Because of the success of the first three rounds of site visits and the success of a recent transfer survey TAC administered to all NCCCS institutions, the TAC created a survey for UNC System institutions to complete the fourth round of compliance review. This survey was administered during the Fall 2023 semester and provided the TAC with updated information on transfer processes at each UNC System institution. The surveys were tremendously successful and allowed TAC to review all universities at the same time.

During this survey review, North Carolina Central University was initially found to be out of compliance, due to baccalaureate degree plans (BDPs) not being available online since 2021. This has since been remedied thanks to the new Transfer Guide process, detailed in the next section. All other universities were fully compliant with the regulations and practices laid out in the *CAA*.

In addition to the institutional survey, the TAC sought feedback on the student experience of transfer through a separate survey administered directly to students on UNC System campuses. Over 2,700 students responded to the survey and provided valuable insights into their transfer experiences. From the survey, the following themes emerged:

- Students lack clarity regarding which credits will or will not transfer and for which requirements.
- Students are often on their own to identify BDPs and how to use them in planning courses and transfer pathways.
- Students exhibited minimal knowledge of the *CAA*, the guarantees it offers, and related transfer policies.
- There is a lack of communication between community college and university advisors.
- There are challenges navigating the cultural and social transition between community colleges and transfer universities.

The TAC is dedicated to working on solutions for students and institutions to ameliorate these and other barriers to successful transfer.

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. Since 2014, UNC System institutions have created and maintained BDPs based on best practices developed at each institution. While this has been largely supportive of transfer students, the TAC began reviewing concerns with the utility, timeliness, maintenance, and accuracy of BDPs in 2021. Since then, more than 2,500 students, faculty, and staff have participated in surveys and focus groups expressing various opinions regarding BDPs.

In collaboration with many teams in the UNC System Office and across multiple institutions, a new process was created to streamline data input, to improve the student-facing version, and to identify a centralized process for creating and storing the BDPs. The first step was to evolve the language

describing these plans and standardize the format. BDPs are now called Transfer Guides and were developed and designed by UNC System Office staff in the departments of IT, Program Management, and Academic Affairs in close collaboration with the TAC and hundreds of students, staff, faculty, and administrators across the state.

The TAC is thrilled to see nearly 1,400 updated documents online and available to the public (1) on university websites and (2) on a centralized platform hosted by our close collaborators, College For North Carolina (CFNC). All Transfer Guides can be accessed at: www.cfnc.org/transferguides. Having Transfer Guides located on a neutral, institution-agnostic website is the culmination of recommendations from all active transfer advisory committees, two statewide/multi-sector transfer taskforces, and hundreds of individuals hoping to have a streamlined location for transfer information. More content for that central repository is forthcoming and the TAC will update the *CAA* later in the fall to include the new Transfer Guide details.

CAA Revisions
This year, the following three courses were added to the pre-major/elective transfer course list:

- DRA 118 – Script Analysis
- DRA 144 – Introduction to Stage Design
- HSE 110 – Intro to Human Services

These changes in *CAA* course status were approved by appropriate personnel in both systems, with the expectation that Transfer Guides will be updated to reflect these changes in the next academic term. Additionally, the process for students submitting concerns regarding transfer credit that has been a part of the *CAA* since its inception has been updated. A new online tool, the Transfer Student and Credit Appeal portal has been created with support from the UNC System Office and will be available during the fall 2024 semester. This completely online tool replaces the previous version that required students to mail copies of their complaints to the UNC System Office who then shared them with the TAC. This new tool will allow TAC members to receive updates and render decisions completely online, removing the need to maintain separate tracking systems. The publicly available website is hosted by the UNC System Office and can be accessed here: https://transferappeal.northcarolina.edu/.

 This new process will be updated in the *CAA* later in the fall and will coincide with proposed requirements for all UNC System institutions to create an online appeals process to expedite student requests and concerns.

Data Sharing and Student Access
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 will 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.

Both system offices are supportive of this type of program, and steps are in place to determine a pilot project. 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 access-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. An initial budget request would be approximately $7,500 to reduce the costs for the individual TAC members and their institutions.

Conclusion and TAC Recommendations

In the past ten 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. Considering this positive momentum, the TAC recommends the following efforts to continue to provide and improve support for transfer across the state:

- 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.
- After reviewing student survey responses and comprehensive transfer data, the TAC would like to initiate discussions with other transfer stakeholders regarding expanding the scope of TAC to provide the same review service, support, and reporting to other uniform articulation agreements between the UNC and NCCCS systems.
- 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*.
- 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

AGENDA ITEM

A-5.   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.

Program Establishments

Appalachian State University
Bachelor of Science (BS) in Organizational Leadership and Learning CIP 52.0213

Program Discontinuations and Consolidations

East Carolina University
Bachelor of Science (BS) in Fashion Merchandising and Consumer Studies CIP 19.0901

North Carolina Agricultural and Technical State University
Bachelor of Science (BS) in Business Administration CIP 52.0201

NC State University
Master of Science (MS) in Mathematics Education CIP 13.1311
Master of Science (MS) in Technology Education CIP 13.1309
Doctor of Education (Ed.D.) in Agricultural and Extension Administration CIP 01.0801

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 Organizational Leadership and Learning
CIP 52.0213
Appalachian State University

I. **Program Highlights**

- Appalachian State University proposes the establishment of a Bachelor of Science in Organizational Leadership and Learning.

- The purpose of the Bachelor of Science in Organizational Leadership and Learning (OLL) program at App State is to create holistic leaders equipped to excel in diverse organizational settings. The aim is to serve nontraditional students by providing a flexible, online curriculum that accommodates unique circumstances and prepares graduates for leadership roles in various industries. The program addresses workforce demands by focusing on leadership, project management, and data-driven decision-making.

- The OLL program aligns with the missions of both App State and the UNC System. The program supports the UNC System mission by providing a curriculum that imparts essential knowledge and skills, encourages the advancement of knowledge through data-driven decision-making and project management, and prepares graduates to contribute to their communities. The program aligns with App State's mission by preparing students to be effective leaders and equipping them with skills needed to drive positive change within their communities.

- The program is expected to provide strong employment opportunities for graduates to upskill, obtain advancement opportunities, or seek employment in new areas. Expected job titles for graduates include: project manager, account executive, operations manager, general manager, management analyst, training and development manager.

- Key strengths of the OLL program include: flexible online delivery that accommodates nontraditional students; internship opportunities providing real-world experience and networking; a curriculum that addresses current and future workforce demands, focusing on leadership, project management, professional development, and data-driven decision-making. The program is expected to achieve high retention and completion rates, leveraging student support structures, flexible eight-week semesters, and transfer-friendly policies. The comprehensive and flexible curriculum is designed to enhance graduates' career trajectories and earning potential.

- The projected enrollment for the OLL program is expected to grow to approximately 600 students by the fifth year of operation. This projection reflects anticipated demand driven by the more marketable program name and enhanced marketing efforts resulting from the university partnership with Project Kitty Hawk.

II. **Academic Program Planning Criteria (UNC Policy 400.1)**

1. **Relation to Campus Distinctiveness and Mission.** The proposed BS in Organizational Leadership and Learning (OLL) program is integral to App State's mission to foster globally minded,

responsible leaders and aligns with the broader UNC System's goals. By offering a flexible, online curriculum, the program extends educational access to rural and underserved communities, addressing critical educational gaps. The OLL program prepares students to be effective leaders and informed decision-makers in various organizational settings, enhancing career readiness and supporting workforce development.

2. The OLL program aligns directly with the goals of the FutureNC legislation, notably the myFutureNC/Postsecondary Attainment Goal. This initiative aims to achieve two million post-secondary degrees or certificates by 2030. The target demographic for the OLL program, adults aged 25-44+, matches the focus of the FutureNC legislation, making this program pivotal in helping North Carolina meet its educational and workforce development goals. By offering a flexible, online format, the OLL program is poised to significantly contribute to statewide efforts to provide nontraditional students opportunities to achieve higher education qualifications, thus directly supporting the state's strategic priorities for economic and social development.

3. **Student Demand.** Historical enrollment data from the existing CTE-Workforce Leadership and Development (WLD) concentration, which has consistently attracted 75-80 students annually over the past four years, indicates strong demand for flexible, career-oriented degrees focused on leadership. Market research by Project Kitty Hawk reveals that the search term "Organizational Leadership" has a 1,100 percent higher average search volume than "Workforce Leadership," suggesting significant market interest. Additionally, there is limited in-state competition for online organizational leadership programs within the UNC System, with many North Carolina students seeking out-of-state options. This presents an opportunity for App State to capture a substantial share of this demand. Labor market data from O*NET Online and the Occupational Outlook Handbook further supports this demand, highlighting significant job growth and a bright outlook for careers related to organizational leadership.

4. **Employment Opportunities for Graduates.** The OLL program is expected to provide strong employment opportunities for graduates to upskill, obtain advancement opportunities, or seek employment in new areas. Expected job titles include project manager, account executive, operations manager, general manager, management analyst, and training and development manager. These roles are projected to see growth rates of 9.8 percent from 2024 to 2029 per Lightcast, with annual advertised salary (per Lightcast) of $97,700 (in NC for CIP code 52.0213), highlighting the strong employment opportunities and favorable conditions for graduates.

5. **Impact on Access and Affordability.** The OLL program at App State is designed to enhance access and affordability for students, particularly targeting nontraditional and underserved populations. The program's online format allows for broader access by students who may be geographically distant or unable to attend traditional on-campus classes. Financially, the program is positioned as a cost-effective option, with a total cost of $375 tuition per SCH for 2024-25 plus a $25 Educational Technology fee per SCH. Program completion for most students will likely range from 50-80 SCH; the resulting cost of completion is approximately $18,750 to $30,000.

   The long-term financial benefits are substantial, with a median lifetime return on investment (ROI) for App State business management graduates reported at $784,682. This indicates that despite the upfront cost, graduates can expect a significant return on their educational investment throughout their careers. If students obtained loans for the entire estimated $30,000 cost, this would result in an estimated yearly repayment of $3,600. With expected earnings for graduates

around $97,700 annually, this results in a favorable debt-to-earnings ratio, indicating a sustainable financial burden post-graduation. The Evaluation of University Programs (Return on Investment Study) calculates that the median first-time full-time undergraduate student at App State who obtains a bachelors degree in a business administration field "breaks even" on his or her investment approximately 7.5 years after graduation. Because most students will enter the program as adults with some amount of academic credit, they are likely to complete the program faster and more cheaply than a first-time undergraduate. Their return on investment for the program will likewise probably be higher. These figures underscore the program's commitment to maintaining affordability while offering a robust educational pathway. [University of North Carolina System Evaluation of University Programs, November 2023]

6. **Tuition and Fees.** App State is not requesting any program-specific fees or tuition differential for this program. The program will be delivered through the university Project Kitty Hawk partnership. Tuition and fees for the OLL degree are determined based on the partnership agreement between Project Kitty Hawk and App State and are $375 tuition per SCH for 2024-25 plus a $25 Educational Technology fee per SCH resident and $450 per SCH nonresident.

2024-2025 Undergraduate Tuition and Fees per Year (In Dollars)

Category	Resident	Nonresident
Tuition	$11,250	$13,250
Tuition Differential	--	--
Mandatory Fees (Educational & Technology)	750	750
Special Fees	--	--

7. **Expected Quality.** The BS in OLL program at App State is designed to maintain high standards of quality through a combination of rigorous academic requirements and strategic administrative support. The program requires a total of 120 semester hours, including 41 hours of general education, 33 hours of core major courses, 15 hours of business foundation courses, 21 hours of career content concentration, four hours of electives, and a six-hour capstone internship. The Media, Career Studies and Leadership Development (MCL) department, along with support from the Reich College of Education, ensures the program's integration and administration across various academic units. The OLL program will undergo a comprehensive review before the completion of its fourth year, involving annual assessments, stakeholder feedback, and strategic planning to ensure continuous improvement and alignment with industry standards.

8. **Faculty Quality and Number.** The faculty involved in the proposed OLL program come from a strong academic background within the Media, Career Studies and Leadership Development (MCL) department. There are nine full-time program faculty with experience in leadership and professional development who bring a wealth of knowledge and expertise in their respective fields and are already trained and teaching in the online space. The program will initially utilize existing faculty and adjuncts, with provisions for hiring additional faculty as enrollment grows. This approach guarantees that a robust and experienced faculty team will support the program, capable of delivering high-quality education without compromising existing programs.

9. **Relevant Lower-level and Cognate Programs.** The proposed OLL program builds on App State's robust general education curriculum and existing business courses, which provide a strong foundation for academic success. The university's general education program offers a wide range

of disciplines, including humanities, social sciences, natural sciences, and mathematics, ensuring students develop critical thinking, communication, and analytical skills essential for leadership studies. Additionally, the College of Business will offer necessary courses online, integrating additional business principles into the OLL curriculum. This comprehensive support structure leverages existing academic strengths to prepare students for effective organizational leadership.

10. **Availability of Campus Resources (Library, Space, etc.)** This new online program will leverage the infrastructure of both App State and Project Kitty Hawk. Existing campus physical spaces and infrastructure are sufficient to support the program. No new space is needed.

11. **Existing Programs (Number, Location, Mode of Delivery).** Bachelor of Arts in Human and Organizational Leadership Development (HOLD) offered by University of North Carolina at Chapel Hill, which is cohort-based and requires full-time, on-site attendance.

12. **Potential for Unnecessary Duplication.** Within the UNC System, the proposed BS in OLL at App State stands out as it will be the only online bachelor's program in organizational leadership and learning. The program's online delivery will cater to students who require greater flexibility due to geographical, professional, or personal constraints, addressing an unmet need within the system and preventing unnecessary duplication.

13. **Feasibility of Collaborative Program**. No specific collaborations have been identified at this time. However, the proposed BS in OLL opens potential pathways for joint or collaborative programs with other institutions, particularly those that focus on leadership and professional development.

III.   Summary of Review Processes

1. **Campus Review Process and Feedback.** The proposal has undergone a review and vetting process, receiving feedback at multiple levels within the institution. It was initially reviewed by the college program coordinator and faculty members, followed by an evaluation from the department chair. The College of Business and impacted departments have provided feedback on the degree and curriculum. The Faculty Senate representative reviewed and signed off on the proposal. The university administration, including key administrative figures and the strategic planning personnel, vetted the proposal, confirming its alignment with the university's mission and strategic goals. Each level provided valuable feedback, which has been incorporated into the final proposal. The proposal was approved by the chief financial officer, the provost and chief academic officer, and the chancellor.

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 Board of Governors approve Appalachian State University's request to establish the BS in Organizational Leadership and Learning (CIP 52.0213) effective fall 2024.

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

East Carolina University – Bachelor of Science in Fashion Merchandising and Consumer Studies (BS) (CIP 19.0901)

Overview: The Bachelor of Science in Fashion Merchandising and Consumer Studies (CIP 19.0901) at East Carolina University will be <u>discontinued/consolidated</u> effective fall 2024. This request to discontinue/consolidate the degree program has been reviewed by the appropriate institutional committees and approved by the appropriate academic authority(ies).

The Bachelor of Science in Fashion Merchandising and Consumer Studies (CIP 19.0901) will be discontinued and consolidated into the Bachelor of Science in Interior Design and Fashion Merchandising (50.0408). This action is being requested to enhance faculty efficiency and facilitate accreditation with the Textile and Apparel Programs Accreditation Commission (TAPAC). No faculty or staff members will be affected by the discontinuation/consolidation of the program. Currently enrolled students will be able to complete their course of study.

Recommendation: UNC System Office staff recommend that the University of North Carolina Board of Governors approve the request of East Carolina University to discontinue/consolidate the delivery of the Bachelor of Science in Fashion Merchandising and Consumer Studies (CIP 19.0901) effective fall 2024.

North Carolina Agricultural and Technical State University – Bachelor of Science in Business Administration (BS) (CIP 52.0201)

Overview: The Bachelor of Science in Business Administration (CIP 52.0201) at North Carolina Agricultural and Technical State University will be <u>discontinued</u> effective fall 2024. This request to discontinue the degree program has been reviewed by the appropriate institutional committees and approved by the appropriate academic authority(ies).

The Bachelor of Science in Business Administration has been inactive in the North Carolina Agricultural and Technical State University Information System since 2016. The UNC Academic Program Inventory lists the program as active. This discontinuation action will reconcile the discrepancy. No students, faculty, or staff members will be affected by the discontinuation of the program.

Recommendation: UNC System Office staff recommend that the University of North Carolina Board of Governors approve the request of North Carolina Agricultural and Technical State University to discontinue the delivery of the Bachelor of Science in Business Administration (CIP 52.0201) effective fall 2024.

NC State University

Doctor of Education in Agricultural and Extension Administration (EdD) (CIP 01.0801)

Overview: The Doctor of Education in Agricultural and Extension Administration (CIP 01.0801) at NC State University will be discontinued/consolidated effective spring 2025. This request to discontinue/consolidate the degree program has been reviewed by the appropriate institutional committees and approved by the appropriate academic authority(ies).

The Doctor of Education in Agricultural and Extension Administration (CIP 01.0801) will be discontinued and consolidated into the Doctor of Philosophy in Agricultural Education and Human Sciences (01.0801). This action is being requested to address the rising interest in the intersection of agriculture, family well-being, and community sectors and aims to translate research into practical applications that meet the evolving needs of these interconnected areas. No faculty or staff members will be affected by the discontinuation/consolidation of the program. Current students will have the option to complete the program or transition to the Doctor of Philosophy in Agricultural Education and Human Sciences.

Recommendation: UNC System Office staff recommend that the University of North Carolina Board of Governors approve the request of NC State University to discontinue/consolidate the delivery of the Doctor of Education in Agricultural and Extension Administration (CIP 01.0801) effective spring 2025.

Master of Science in Mathematics Education (CIP 13.1311)

Overview: The Master of Science in Mathematics Education (CIP 13.1311) at NC State University at Raleigh will be discontinued/consolidated effective fall 2024. This request to discontinue/consolidate the degree program has been reviewed by the appropriate institutional committees and approved by the appropriate academic authority(ies).

The Master of Science in Mathematics Education (CIP 13.1311) will be discontinued and consolidated into the Master of Science in Science, Technology, Engineering, and Mathematics Education (13.1213). This action is being requested as part of a broader reorganization effort to align programs with related content areas for greater efficiency and effectiveness. No faculty or staff members will be affected by the discontinuation/consolidation of the program. One student is enrolled in the program and will have the option to complete the program or transition to the Master of Science in Science, Technology, Engineering, and Mathematics Education.

Recommendation: UNC System Office staff recommend that the University of North Carolina Board of Governors approve the request of NC State University to discontinue/consolidate the delivery of the Master of Science in Mathematics Education (CIP 13.1311) effective fall 2024.

Master of Science in Technology Education (**CIP 13.1309)**

Overview: The Master of Science in Technology Education (CIP 13.1309) at NC State University will be discontinued/consolidated effective fall 2024. This request to discontinue/consolidate the degree

program has been reviewed by the appropriate institutional committees and approved by the appropriate academic authority(ies).

The Master of Science in Technology Education (CIP 13.1309) will be discontinued and consolidated into the Master of Science in Science, Technology, Engineering, and Mathematics Education (13.1213). This action is being requested as part of a broader reorganization effort to align programs with related content areas for greater efficiency and effectiveness. No faculty or staff members will be affected by the discontinuation/consolidation of the program. One student is enrolled in the program and will have the option to complete the program or transition to the Master of Science in Science, Technology, Engineering, and Mathematics Education.

Recommendation: UNC System Office staff recommend that the University of North Carolina Board of Governors approve the request of NC State University to discontinue the delivery of the Master of Science in Technology Education (CIP 13.1309) effective fall 2024.

AGENDA ITEM

Situation: The University of North Carolina Board of Governors is charged under North Carolina G.S. 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:

DeVry University, an existing licensed institution.

Assessment: After appropriate review of the license applications the University of North Carolina 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
DeVry University

Background

DeVry University (OPEID 01072700), an existing licensee in good standing, seeks licensure to expand its program offerings to include an Associate of Applied Science (AAS) in Business, Bachelor of Science (BS) in Accounting, BS in Healthcare Administration, BS in Information Technology and Networking, AAS in Information Technology and Networking, Graduate Certificate in Big Data and Analytics, BS in Communications, BS in Software Development, Master of Information Technology Management, Graduate Certificate in Accounting Certification Preparation, and MS in Accounting. Currently, DeVry has nearly 1,500 students enrolled in 30 licensed degree programs in the areas of business, science, and technology and is accredited by the Higher Learning Commission, with its most recent comprehensive evaluation in 2021.

A virtual site visit, hosted from DeVry's main campus in Lisle, Illinois, was conducted in December 2023. Staff and a team of subject matter experts met with senior administrators, including the president and CEO, the provost, chief enrollment, financial, and legal officers, as well as college deans, the university librarian, online learning coordinators, students, and student services directors. The team made findings concerning the curriculum, faculty responsibilities, and professional licensure requirements among other findings, to which the institution responded. Staff also reviewed the status of the Department of Education's administrative actions related to borrower defense claims from students, being defended by DeVry's former parent company, Adtalem Global Education, as well as new accountability principles put in place under the ownership of Cogswell Education, LLC.

Institutional Metrics and Consumer Protection Information

Metric		
Eight-year outcomes[i]	Graduated	22%
	Transferred out	34%
	Withdrew	44%
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**
	2.1	1.9	1.9

Three-year cohort default rate	**Class of 2020**	**Class of 2019**	**Class of 2018**
	0%	2.3%	8.5%

Recommendation

Recommendation is to issue DeVry University a license to offer the AAS in Business, BS in Accounting, BS in Healthcare Administration, BS in Information Technology and Networking, AAS in Information Technology and Networking, Graduate Certificate in Big Data and Analytics, BS in Communications, BS in Software Development, Master of Information Technology Management, Graduate Certificate in Accounting Certification Preparation, and MS in Accounting.

[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.