

North Carolina

The University of North Carolina
Alan Mabe
Vice President for Academic Planning
and University-School Programs
General Administration
910 Raleigh Road
Chapel Hill, NC 27514
Email: mabe@northcarolina.edu

- 1) Does the state have an identifiable “P-16” effort visible? Who is in charge of this effort?
NC has several entities functioning to promote the P-16 efforts. First, there is an Education Cabinet, composed of the Governor; the heads of the University of North Carolina, the Community College system, the organization of independent colleges and universities; the chair of the State Board of Education, and the Superintendent of the Department of Public Instruction, along with the head of the Department of Health and Human Services. This entity functions as the high level policy organization to address P-16 issues in the state. The staff for the various entities also meets periodically to address concerns.

College Foundation of North Carolina has a web site, CFNC that is jointly responsive to the community colleges, private universities, and public universities in the state to provide information and access to higher education in North Carolina.

Among other entities are a Joint Cabinet between the University of North Carolina and the North Carolina Community College System chaired by the Presidents of the two systems and composed of senior staff of the two systems.

The Department of Public Instruction and the University of North Carolina have each established a team that to address mutual concerns and those teams meet quarterly or more often.

- a) Does the agency include a utility or function on its website designed explicitly to help potential students locate an appropriate college or university to attend?
As indicated above the CFNC website is the entity that provides this help to students as early as middle school. It includes information about the over 100 public and private higher education institutions in NC. It provides information about financial aid and how to apply to college, having developed a single application that can be sent to any college. It also provides career information and free prep material for the SAT.
- 2) Is a mandated or recommended college preparatory curriculum in place in the state’s public high schools?
Yes. The College preparatory curriculum mirrors the minimum course requirements for the University of North Carolina (16 public campuses). Some revisions are going on at the

moment, but the goal is to have a default college preparatory curriculum that a student would have to have parental permission to drop out of.

- 3) Has the state articulated a set of explicit competencies or skills that define what it means to be “college ready?”

The state is in the process of doing this. NC is a participant in the American Diploma project and has worked on 21st century skills.

- 4) Are systematic programs in place in the state that encourage students to accelerate progress by taking college-level courses while still enrolled in high school?

Yes, Dual and Huskins enrollments have been available through the community colleges. Several early college high schools are in operation on community college and university campuses. For fall of 2007 high school students will have an opportunity to take online college courses at their high school. This is a program initiated by the Governor that has a goal of 20,000 enrollments the first year.

- 5) Is there a statewide policy present that governs placement into college-level courses or remedial courses? Is a standard set of placement tests recommended or required? If yes, are common cut scores for placement decisions in place or do institutions get to set their own?

Individual institutions set their placement decisions. However there is a 11th grade math test available that provides diagnostic feedback about how the student stacks up against the expectations of various universities in NC. Moving to 11th grade assessments in Mathematics and language arts is under very active discussion.

- 6) Is there a visible statewide transfer and articulation policy? Does this cover all institutions or only public institutions? What are the specifics of this policy?

The University of North Carolina and the Community College system have a general articulation agreement in place, with assured admission for those who receive an AA or an AS with at least a 2.00 GPA. There are many, many, individual agreement between community colleges and universities. Some independent colleges participate in the articulation agreement. The web site will provide details:

http://www.northcarolina.edu/content.php/assessment/reports/student_info/caa.htm

- a) Is the transfer/articulation policy accompanied by a statewide transferable general education requirement? Does this name actual courses and/or credits? Are specific competencies identified that the student should meet through this coursework? Is testing used to guarantee student competency for progress or transfer?

There is a general education component with specific courses named in the articulation agreement. If the general education requirement is met it is accepted in total at the university level.

- b) More specifically, does an AA or AS degree from a community college in the state meet general education requirements at public four-year institutions? What mechanisms are in place to make sure this actually happens?

Yes. All public universities in the state have signed agreements with the requirement of the articulation policy and well as some independent colleges. There is not an issue of enforcement, since it is fully agreed to, and a joint committee between the community colleges and universities meet regularly to review issues or make changes.

- c) Does credit from transfer courses meet specific course requirements at the transfer institution (e.g. American History counts for American History) or do just the credits transfer to count against the total needed for graduation?

They meet the general education requirements at the institutions transferred to and not just for graduation.

- 7) Are there statewide test-out or competency-based provisions that will allow a student to accelerate progress toward a degree?

High schools have advanced placement courses and IB program which accelerate student progress, and there is a growing opportunity to take college courses while still in high school. I am not aware of any state-wide competency based test, but some campuses may use them.

- 8) Does the state have an easily-accessible state-supported alternative institution that allows students to complete their degrees more quickly or conveniently than through attendance at a traditional public institution?

The community college system has a large number of courses online and a student can do all or almost all their work on line for an associate degree. UNC has just launched a site that in the entry way to a large number of degree programs that are available fully on line (at the upper division level). The site: <http://online.northcarolina.edu>.

- a) Does the state have an accessible central bank or catalog of on-line courses contributed by many institutions that enable students to do “one-stop shopping” for electronic courses?

The University of North Carolina Online has such a listing of online courses from all the 16 campuses. The community colleges have a virtual library of online courses. There is now a virtual high school operating in NC with online high school courses widely available to high schools in NC.

- 9) Does the state provide incentives to institutions for improvements in degree production or graduation rates? For minimizing the number of students graduating with excessive numbers of credits (e.g. more than 120 SCH)?

The universities currently do not receive any specific economic incentives for degree production as such. Students who enroll above 10% of the degree requirement pay a tuition surcharge of 25%.

- 10) Does the state provide incentives for students who successfully complete their degrees (e.g. tuition rebates or cash bonuses)? For students who complete their programs without amassing additional credits (e.g. within 120 SCH)? Are there financial disincentives for students to take more than the number of credits needed to graduate (e.g. full or out-of-state tuition)?

Again students do not get specific incentives but there is a disincentive as indicated above.