



Campus Visit Summary East Carolina University

Campus Visit Date: May 15, 2007

Brief Overview

ECU is a doctorate granting university offering degree programs at the baccalaureate, master's, intermediate, first professional (medicine) and doctoral levels. Its instructional programs are organized in 11 colleges and professional schools (arts and sciences, business, education, fine arts and communication, health and human performance, human ecology, technology and computer science, medicine, allied health sciences, nursing, and graduate school). East Carolina University is dedicated to educational excellence, responsible stewardship of the public trust, and academic freedom. The University values the contributions of a diverse community and guarantees equality of opportunity.

East Carolina University's east campus is adjacent to downtown Greenville, the business, medical, and educational hub of eastern North Carolina. The medical campus is adjacent to Pitt County Memorial Hospital in west Greenville. Greenville (population: 67,499) is located ninety miles east of Raleigh. The small city is within easy driving distance of coastal and beach resorts and the Outer Banks, as well as Richmond, Virginia, and Washington, D.C.

- Total Enrollment Fall 2006 24,351
- Undergraduate Enrollment Fall 2006 18,587
 - 76.3% white, 16.1% black, 6.9% other, 0.7% American Indian (of the 6.9% other, 1.9% Hispanic)
 - 59% female, 41% male

Campus' definition of its "region"

Located in Greenville and being the only UNC doctoral level campus east of I-95, ECU sees its primary region as all of eastern North Carolina.

Current responses to regional and statewide needs

The campus highlighted the following programs and initiatives as representative of its efforts to meet regional and state wide needs:

- Economic Transformation
 - *Regional Development Services (RDS)* – serves as campus' primary coordinating entity for outreach and applied research by faculty and students in areas of economic development, business and industry, economic impact analysis, and community planning; clients served include Town of Edenton and Chowan County, Halifax County, Eastern

NC United Way, Dare County Chamber of Commerce, Martin County, Washington County, Wayne County, and Pitt County/Greenville. Several centers and programs are in the same division as RDS, including the SBTDC and the Entrepreneurship Initiative.

- *WOW Roper project* – partnership with Windows on the World CDC in Roper to help bring distance education and technology resources to Washington County.
- *Swan Quarter Service Group* – response to challenges in Hyde County resulting from hurricane destruction, economic stagnation, and population loss; campus developed STEP program (Small Towns Economic Prosperity) to develop revitalization plan for community.
- *Natural Hazards Research Center* – faculty engage in basic and applied research on impacts of natural hazards in coastal communities, and transmit findings to stakeholders (NC Division of Emergency Management, local government emergency managers and planners, etc.).
- *Institute of Interdisciplinary Coastal Science and Policy* – basic and applied research in areas impacting sustainable economic development in coastal communities.
- *Tillery Learn and Serve Project* – identification of community needs in Washington County using a community survey method, with faculty analyzing community responses and assisting in developing plans to address community concerns (one outcome is the Tillery Wellness Center, where ECU students provide free health and wellness assessments for community members).
- *On-line MBA and undergraduate business degree programs* – increases number of business students and responds to need for greater educational attainment in rural areas.
- *Small Business Institute and Bureau of Business Research* – provides student-led consulting teams to assist local businesses, coordinates student and faculty research in entrepreneurship and small business, and conducts and disseminates economic and business data, workforce trends and forecasting.
- *Interior Design Capstone Studio* – coordinated through RDI, students perform community development design projects for credit with project topics being identified through specific needs expressed by community leaders.
- *North Carolina Center for Sustainable Tourism* – to provide training, research and outreach in support of North Carolina's tourism industry.
- Education
 - *Wachovia Partnership East* – partnership with Wachovia to improve teacher education, retention of teachers in rural schools, student tracking and data assessment, and special emphasis on STEM education and recruiting STEM teaching students.
 - *AmeriCorps Project HEART (High Expectations for At Risk Teens)* – designed to address poor achievement among at-risk elementary, middle,

and high school students (specifically responds to some issues raised in *Leandro* case).

- *Los Puentes Dual Language Immersion and Multicultural Education and Research Program* – responds to growing Hispanic/Latino student population in eastern NC public schools and lack of ESL funds and resources; faculty and students design and assist in implementing language immersion programs for use in public schools.
 - *Virtual 2+2 Degree Programs* – distance education programs targeted at high-need areas such as teacher education generally and STEM and special education teachers specifically (in 1st year of implementation).
 - *Greenville Area School Safety and Crime Prevention project* – collaboration with Pitt County Schools to address bullying, weapons, isolation and withdrawal, depression and other mental health issues, gang activity, and drug and alcohol abuse among students; programs developed will be piloted in one high school, assessed for effectiveness, and then expanded to other middle and high schools.
- Health
 - *Nursing education for community colleges* – responding to nursing shortage, faculty developed on-line nursing education program with concentration in MSN, and PhD program to prepare nursing educators and increase number of community college and university nursing faculty.
 - *Bernstein Community Health Center* – collaborative efforts with regional hospitals and local public health departments to provide educational services for health and allied health professionals, monitoring of chronic disease outcomes data, and development of electronic health record and information management system.
 - *Agromedicine Institute* – faculty research and training programs to address occupational safety and health issues among high-risk workers (farming, forestry, and fisheries) and health issues prevalent in eastern North Carolina (obesity and certain chronic diseases).
 - *ROADI (Research for the Older Adult Driving Initiative)* – research focusing on driving impairment issues among older adults.
 - *Interdisciplinary Falls Service Research Groups* – research focusing on incidences of falling among older adults (home safety issues, etc.).
 - *Communications Science and Disorders Speech, Language and Hearing Clinic* – research focusing on speech and hearing impairment; has led to development of ground-breaking devices that address stuttering and improve hearing.
 - *Mills Symposium and Health Fair* – review of health disparities research, health and disease issues in eastern North Carolina, and public education program.
 - *MERCE Clinic* – health clinic targeting indigent and underinsured patients performing health screenings and education on disease prevention strategies.

- *Focus on primary care physicians* – responding to state wide shortage of primary care physicians by using admissions process to target candidates most likely to pursue primary care specialty.
- *Masters in Public Health program* – utilizes a practice-based approach with heavy emphasis on community internships to improve educational level of public health professionals
- *Nutrition Community Outreach Program* – nutrition assessment and intervention programs are made available to the public to help improve nutrition and address health issues such as obesity.
- Social Issues
 - *Race relations* - Chancellor's Community Advisory Council formed to connect the campus to the minority community (both African American and Hispanic/Latino)
 - *Child Welfare Collaborative* – focused education and training of students in social work to increase number of well-educated individuals working in this field.
 - *Essential Life Skills for Military Families (ELSMF)* – curriculum designed to assist military personnel and their families in managing issues resulting from military service (such as finances and legal issues); curriculum delivered in modules through local Cooperative Extension agents.

Methods of identifying and incorporating regional and statewide needs into academic mission

- In 2004, the campus instituted an Integrated Planning Process through which data on workforce trends, graduates, and regional needs were assessed and responded to at the departmental level. Planning at departmental level is then integrated with other departments and coordinated at administration level. Plan spans 3 years, but is reviewed annually and modified as needed. Plan has produced results including:
 - More interdisciplinary studies programs – examples include North Carolina Center for Sustainable Tourism, Natural Hazards Center, and Interdisciplinary Institute of Coastal Studies and Policy
 - Integration of service with teaching and research functions to begin in fall 2007
 - Rotating faculty through RDS to provide faculty with “real world” connections and expand utilization of faculty expertise in assisting rural communities
- Examples of data collected during planning process:
 - 90% of nursing and allied health graduates remain in North Carolina
 - 70% of physician assistant graduates remain in eastern North Carolina
 - ECU Brody School of Medicine faculty provide \$150 million of uncompensated care each year through the Physician Practice Plan
 - 1/3 of ECU students perform community service each year

- Needs assessment based on “LOTS” approach:
 - L = Listen (seek input from constituencies and stakeholders, regional planners, economic developers, employers, etc.)
 - O = Observe (track news media, workforce trends, etc.)
 - T = Think (Don’t just react, but respond to identified needs strategically)
 - S = Synthesize (develop plan, implement, and assess effectiveness)
- Needs Assessment “Matrix” – the campus has developed a matrix for assessing and responding to regional and state wide needs. The matrix consists of a 7 step process :
 - Identifying the need
 - Collection of data relevant to the need
 - Evaluation of campus resources that can be used in responding to need
 - Development of a model for response
 - Projecting outcome data to evaluate effectiveness and results
 - Identifying future directions for the program
 - Identifying obstacles and barriers to successful response
- “ECU Connect” – an online portal of entry to access the campus’ resources and expertise (members of the public submit a simple request outlining their need, and the request is routed to the appropriate campus entity for response); webpage is in both English and Spanish

Teaching Innovations (soft skills development, experiential learning, etc.)

- ECU offers undergraduate and graduate programs that provide the skills and competencies necessary for the 21st century, with strong foundations in arts and sciences, critical thinking, communications, and professional preparation.
 - University is currently working on an integrated approach to education and learning outcomes in their long range planning process.

Enrollment growth – General

- Total headcount enrollment at ECU was 24,351 including both on-campus and distance education students. This represents a 5% increase over the Fall 2005 enrollment of 23,164.
 - First-time freshman enrollment increased from 6% from the Fall 2005 enrollment.
 - Distance education students (those taking only distance education courses) comprise 18% of ECU’s total enrollment. (System average is 8 %.)
- 8,000 students do community service in the region and it appears to be a natural part of the campus fiber.

- ECU has an outside consultant assessing their capacity for strategic enrollment advancement, which will drive the way they target their program resources.

Enrollment growth – Special Populations

- Minority students (including American Indian, Asian, Black Non-Hispanic, and Hispanic) represent 21% of ECU's enrollment.
 - African American graduation rates at ECU exceed those of white students even when averaged over the last four years (2004 report).
- In Fall 2006, ECU employed 5,078 people; 22% were ethnic minorities and 59% were women.
 - 42% of the faculty were women.
 - 13% of the faculty were ethnic minorities (5.1% were African-American)
- In Fall 2006, 15% of undergraduates were 25 or older.
- In the 2005-06 fiscal year, the dollar amount of all types of financial aid increased 15.1% over 2003-04 and the number of students receiving aid increased by 8.3%.
- Race relations in the region are very important to ECU - hence the establishment of the Chancellor's Community Advisory Council, which serves as a proactive problem solving corps in the region.

Faculty Issues

- *Faculty pay* – While faculty salaries have increased 17% since 2002, ECU average faculty salaries are still in the bottom quartile compared to peer institutions (Avg. salary for all faculty ranks is \$71,519).
- *Faculty as Entrepreneurs* – campus encourages faculty to be entrepreneurial in responding to identified needs
 - Campus has developed streamlined process for approval of projects proposed by faculty
 - Resources are allocated to departmental/college level to start-up and maintain innovative programs (example: on-line MBA program funded by school retaining some of the resources generated from receipts from on-line enrollment)
- *Promotion and Tenure policies* – applied research is part of faculty review process, but public service (service to the region and state) is not emphasized in faculty review and rewards.
- *Faculty retirement/attrition trends* – is not really tracked by the campus. Campus statistics show that 53% of faculty are under the age of 50, the average faculty age is 48, and the average length of service is 9 years.

External Communications

- The campus is in the process of updating its economic impact on the region (the campus tracks this impact well). Campus statistics show that the campus employs 5,078 people, campus revenues totaled \$558.9 million, and research grants and contract expenditures have increased 39% over 2001-02 funding levels.
- Regional Development Services – RDS serves as a primary portal into ECU resources; communities can seek planning and economic development assistance from faculty and students through RDS. “ECU Connect” on-line portal also provides opportunity for the public to access resources and services offered by the campus.

Barriers and Challenges facing the campus

- The Chancellor highlighted *internal* barriers that he has been addressing since his installation:
 - Centralized Planning and Analysis – the integrated planning process initiative in 2004 addresses lack of centralized planning
 - Poor faculty/administration relations – relationships have improved
 - Poor management of advancement and research functions – strides have been made to increase fundraising and grant awards
- The Chancellor also highlighted *external* barriers:
 - Alumni expectations for athletics were unrealistic given the campus’ resources (\$21 million spent on athletics this year)
 - Faculty pay – ECU average faculty salaries are in the bottom quartile compared to peer institutions
- *Attracting high quality graduate students* – the lack of tuition remission funds hinders the campus’ ability to attract graduate students.
- *Employment opportunities in eastern North Carolina* – students perform service projects, internships, and practicum in eastern NC communities, but often find difficulty in securing employment in rural areas after graduation. The lack of employment opportunities presents a challenge to the campus in meeting needs in eastern NC because, while it may be graduating students in needed workforce categories, graduates have difficulty securing employment and leave the area.
- *Enrollment growth* – ECU’s 2006 headcount is 24,351, including on-campus and distance education students (18% of all students are enrolled in distance education courses only). 2017 projected enrollment is 33,195. Campus is concerned about changes in culture that such growth will bring

Opportunities

- Distance education – ECU has been a leader in distance education programs (18% of student enrollment is entirely distance education). Expanding distance education programs will increase campus' ability to deliver education to rural communities. An example of the campus' innovation in distance education is the Virtual 2+2 program, which could be expanded through articulation of all UNC programs
- Model of engagement – campus' historical commitment to community service and programs that provide easy access to campus resources (RDS and ECU Connect) can serve as models for engagement on other campuses.
- Faculty entrepreneurship – campus' streamlined administrative procedures and retention of receipts by department foster innovation among faculty (example: on-line MBA programs) can serve as model for other campuses.
- Employment retention – 90% of Allied Health graduates (ex. Physician's Assistants and Physical Therapists) and nursing graduates remain in North Carolina.
 - 70% remain in Eastern North Carolina.