



Campus Visit Summary **University of North Carolina at Pembroke**

Campus Visit Date: May 17, 2007

Brief Overview

A comprehensive university offering degree programs at the baccalaureate and master's levels. Its instructional programs are organized into a College of Arts and Sciences, a School of Business, a School of Education, and a School of Graduate Studies. The University offers Master's Degree programs in several Education areas, and in Business Administration, Public Administration, School Counseling, and Service Agency Counseling. UNC Pembroke is committed to equality of opportunity. To further racial diversity, the University actively seeks to recruit and enroll a greater number of Native American and African-American students.

Pembroke (population: 2,700), is in the southeastern region of North Carolina, 1 1/2 hours from the coast and 1 hour from Pinehurst. Pembroke is 30 minutes south of Fayetteville, a city of more than 120,000. The University is also near Interstate 95 and U.S. 74, major north-south and east-west arteries.

- Total Enrollment Fall 2006: 5,827
- Undergraduate Enrollment Fall 2006: 5158
 - 45% white, 25% black, 21% American Indian, 9% other
 - 64% female, 36% male

Campus' definition of its "region"

Located in Pembroke (Robeson County), the campus primarily serves 8 counties in southeastern North Carolina: Robeson, Hoke, Cumberland, Bladen, Columbus, Scotland, Richmond, and Moore (also will offer classes in New Hanover County in August 2007).

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 Center for Economic, Community, and Professional Development* – serves as a portal for the business community and other community stakeholders to access campus resources; students and faculty conduct data analysis, provide technical assistance, offer educational programs, and develop customized training programs.
 - *Entrepreneurship and small business development* - seminars, education programs, and technical assistance are offered to the public through SBTDC and the Thomas Family Center for Entrepreneurship.

- *Business school* now offers a minor concentration in entrepreneurship that can be obtained in conjunction with a business degree as well as other liberal arts degrees. Additional undergraduate and graduate programs in entrepreneurship are being developed currently.
 - *Biodiesel project* – faculty and student research focusing on alternative energy options; plan a tech transfer project in biodiesel fuel.
 - *Biotechnology* – additional lab space developed for applied biotech research and tech transfer; project is collaborative with NC BioTech Center; biotechnology degree offered by the campus is interdisciplinary reflecting trends in the workforce.
 - *Masters in Public Administration concentration in Emergency Management* – program is available on-line, and responds to increasing needs of public administrators and emergency services providers post-Katrina.
 - *Office of Economic and Business Research* – faculty publish, interpret, and forecast regional economic conditions and trends, with special focus on local area business; faculty are available to provide technical assistance to area businesses.
 - *National Transportation Summer Institute* – 5 week summer program for 20 minority college students focusing on potential career opportunities in the transportation industry.
 - *Military Research and Tech Transfer* – in partnership with FSU, the campus is researching innovations in alternative energy.
- Education –
 - Dean meets monthly with superintendents in service region (including Anson and Montgomery Counties) to determine how campus can respond to K-12 needs in the region.
 - *First American Teacher Initiative* – program focusing on recruiting Native American teaching students.
 - *North Carolina Model Teaching Education Consortium* – UNC-P is a consortium member offering courses to lateral entry teachers to achieve licensure (780 teacher candidates served by UNCP in the last three years); courses are offer on-site and via distance education.
 - *Science Education Program* – collaborating with Scotland County Public Schools, UNC-P has developed summer programs for middle and high school science and math teachers.
 - *Graduate education programs* are offered at off-campus locations to increase access for school administrators and teachers to meet educational and licensure requirements; off-campus programs and delivery sites include:
 - Masters in School Administration – Richmond Community College
 - Reading Education - Sandhills Community College
 - Elementary Education – Richmond Community College
 - Masters of Arts in Teaching – Ft. Bragg
 - *Youth Empowerment Program* – faculty are evaluating effectiveness of at-risk youth after school program.

- *National Science Foundation Noyce grant* – program focusing on recruitment and retention of minority science and math teachers.
- *Summer programs for K-12 students* – programs include
 - Kids/Teen College (210 attendees) – one-week non-residential educational programs for youth in grades 1-7 that expose student to academic areas through “fun learning”, including math and game strategy, art, personal finance, science, social sties, reading, exercise, and nutrition.
 - Summer Learning Splash (400 attendees) 2 one-week residential camps for grades 5-8 merging fun and intellectual enrichment, including session on science, math, art, internet skills, and health and recreation.
- *Advance Science Scholars Program* – funded by the Burroughs Wellcome Fund, program serves 225 minority math and science middle and high school students in an advanced science academy with a two-week summer component in eight disciplines including applied science, biology, biotech, chemistry, computer science, geology, geography, and physics. Thirty of them are invited to continue in a year-round component providing hands-on learning labs one Saturday each month.
- Health and Allied Health –
 - *Physical Therapy program* - Campus formed partnership with regional hospitals in order to develop strategies to address critical shortages in hospital staffing in the region, particularly in the area of Physical Therapy.
 - *Nursing* – the campus plans to graduate 230 nursing students over the next 5 years, and has partnered with regional hospitals to provide clinical sites and classroom facilities (at no cost to UNCP).
 - *Healthy Start program* – GIS mapping research project aimed at identifying geographic areas with high infant mortality rates.
 - *Breast Cancer prevention* – faculty researchers are studying genes associated with breast cancer and studying effective methods for awareness and preventive care services among minority populations.
 - *Masters in Public Administration concentration in Health Administration* – alleviates shortage of educated health care administrators.
- Social Issues –
 - *Masters in Social Work* – new degree program addresses shortage in child welfare workers (annual state wide turn over rate is 44%); first students enroll in 2008.
 - *American Indian Studies Department and Native American Resource Center* – provides more and better information about North Carolina’s American Indian cultures and history.
 - *Evaluation of community programs* – faculty evaluate effectiveness of community programs such as Southeastern Family Violence Center, Healing Lodge, and Robeson County Department of Social Services programs.

- *Paul R. Givens Performing Arts Center* – campus performing arts center is primary venue for arts performances and cultural enrichment programs in the area.
 - *Center for Leadership and Service* – student service projects enhance leadership skills and provide community outreach; examples of programs include Relay for Life, Campaign for Compassion, voter registration drives, and UNCP Day of Service.
 - *WNCP-TV* – students and faculty produce original shows, newscasts, sports, and special events coverage which air on Channel 6 in Robeson County.
- Off-site Distance Education Programs – the campus offers a variety of undergraduate and graduate degree programs and/or stand-alone courses at the following locations:
 - Richmond Community College
 - Sandhills Community College
 - Fayetteville Tech Community College
 - Southeastern Community College
 - Scotland Memorial Hospital
 - Southeastern Regional Medical Center
 - Fort Bragg
 - Montgomery County Board of Education
 - Sampson Community College
 - Cape Fear Community College (beginning August 2007)

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

- Regional Center – through the Regional Center, faculty and staff communicate with community leaders and businesses, and identify needs of those communities to which the campus can respond.
- Needs assessments are conducted by individual academic departments, evaluating business and industry trends and student and community surveys.
- Regular communication occurs between the campus and a variety of external groups, including the Board of Trustees and Board of Visitors, Town & Gown Committee, Foundation Board, and through four stakeholders’ conferences and 12 focus groups conducted as part of the campus’ strategic planning process (Strategic Plan just updated during 2006-2007).
- Many departments have advisory committees, such as the Social Studies Education Program, School of Business, Masters in Public Administration program, School of Social Work, School of Nursing, and the School of Education.

- Office of Distance Education and Outreach conducts periodic information sessions on community college campuses to assess specific needs that can be met through distance education and 2+2 degree programs; this office also conducts a quarterly Customer Satisfaction Survey at the end of each semester to determine the adequacy and quality of distance ed programs.

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

- The Esther G. Maynor Honors College seeks to promote the general caliber of education for academically exceptional students at UNCP. The “soft skills” are the skills that make the difference. Employers want people who can adapt to change, think critically, communicate well, and make good informed decisions. That is how collaboration and leadership grow. These are the skills the Maynor Honors College seeks to instill in its students. For Fall 2007, 31 new freshmen are expected, for a total enrollment of 109 in the Maynor Honors College.
- UNCP participates in the UNC in Washington Internship program, an outreach activity of UNC’s General Administration (GA). The program seeks to immerse interested students into the extremely dynamic culture of the nation’s capital.
- A Distinguished Speaker Series is offered that brings in world-renowned figures that enhance the cultural and political make-up of the University and the surrounding community. Students are given the opportunity to meet and discuss relevant topics with influential personalities that broaden their perspectives and viewpoints.
- The Givens Performing Arts Center is committed to the promotion of cultural awareness as a lifelong experience and to the continuing appreciation for diverse cultures through the presentation of quality local, national and international artists.
- Critical thinking in the area of art expands to a greater understanding of the world as a whole. Art history for instance introduces a diverse sense of religious, political and social issues. Not only do students have to learn techniques to work the visual vocabulary, they also must create a composition that may contain a verbally unexplainable feeling or design a researched visual representation of a social issue. Such projects exercise students’ critical and creative thinking, communications, complex problem solving, and innovation skills.
- The Center for Leadership and Service (CLS) supports UNCP’s mission to provide leadership and service to the campus and community. CLS provides opportunities through educational workshops, programs and community service projects for students to recognize their leadership potential while providing service and outreach to the community.
- The Career Services Center contributes to the retention and graduation of students by offering programs and services that assist them with planning for life after college and setting achievable goals. CAR 101: Introduction to Career Development course, assistance in choosing a major, assistance in searching for and securing internships, assistance in graduate school planning, workshops on various career planning and job search topics, resume and cover letter critiques,

mock interviews, career fairs, on-campus recruitment and online job posting system.

- Almost every history course, whether at the general education or the advanced level, addresses the teaching of critical and analytical thinking, communications (writing, oral presentations, multi-media presentations, etc), problem solving, innovation, etc.
- Critical and creative thinking. In all classes the Art Department employs the "critique" (aka: a structured critical review and opportunity for commentary) as a significant means to foster positive growth in these areas. Critiques can be one-to-one, small group or whole class. During critiques students are provided a guided opportunity to develop and significantly improve critical and creative thinking skills through the informative dialogue that is the heart of a successful critique. Students also learn to be succinct, to argue clearly and forcefully, and to understand when their stated position is illogical or under funded in some other significant area.
- Communications. During each class session students engage in a dialogue about the assignment under focus, their working processes and other factors relevant to moving them ahead in the digital and new media arts. During a number of class sessions informal discussions occur as novel or useful ideas and techniques surface during studio activities. In these ways classes emphasize the importance of clear and relevant communications as an essential part of the process of making ideas into tangible products or digital objects.
- Innovation. All assignments in art courses state the need for students to provide "original" responses to the assignments. In both MIS and Digital Arts curriculum, software programs, such as Adobe Photoshop or NewTek Lightwave, are not taught. Instead, students become proficient users of both hardware and software as means of developing innovative solutions to real world problems.
- Teamwork and collaboration. It is clear that digital tools and projects require the development of skill specialization and also the application of many sorts of different skills in order to develop and apply a truly useful, perhaps innovative, solution to a problem. As such, many of the assignments in Digital Arts and MIS classes relate to teamwork situations. Students are asked to "plan" approaches as well as to "define" appropriate skill sets and also to "develop" potential solutions carefully so that they can maximize their energies and utilize the talents of all team members.

Enrollment growth – General/Special Populations

- With UNCP's specific mission to actively recruit and serve American Indians and its targeted strategies to recruit Hispanic/ Latino students, the University expects to continue to provide an educational experience that is reflective of American society. UNCP is well prepared to support the anticipated growth in North Carolina's high school population. With the "Browning" of NC and the US, UNC Pembroke is in the position to serve as a model for other institutions that are just beginning this new era.

- UNCP is diverse in ways other than race, too. The University will provide service to students and families from various economic backgrounds, first-generation and multiple-generational college goers, and urban and rural students.
- UNCP's enrollment growth will come not only from First Time In College and transfer students. It will also come from increased success in serving current students. This will result in increased retention and graduation rates. The University expects growth through distance education. Offering more undergraduate and graduate classes (on-site, off-site, and on the Internet) will require more resources.

Faculty Issues

- *Recruitment and Retention* – lack of quality housing stock and amenities in the community presents challenges in faculty recruitment and retention; the campus emphasizes the charm of a quiet, rural lifestyle and proximity to Pinehurst, Fayetteville, and other more heavily populated areas in recruiting faculty.
- *Nursing faculty transition to academia* – Nursing faculty are often recruited from among practitioners who need assistance in transitioning from clinical practice to academia (building curriculum, teaching skills, student assessment, etc.); the campus expressed a pressing need, both in terms of urgency and scope, for assistance in providing transition programs for this group of faculty.
- *Time and resources for service opportunities* – as a regional university, the faculty responds to a myriad of requests for assistance from the community, but the campus' funding model is not structured to support extensive outreach and engagement, and faculty are still expected to fulfill a full teaching requirement (four three-hour courses, each semester) while completing research/scholarship duties on campus. There is little opportunity for release time from teaching or extra compensation to support community projects.

External Communications

- Regional Center – members of the public can access services offered through the Regional Center via the campus' website.
- UNCP E-Outreach News – recently launched e-newsletter that highlights campus resources, initiatives, and programs of interest to the community.
- The campus does not comprehensively assess or communicate its impact on the region.

- UNCP's University and Community Relations (UCR) division produces a broad array of internal and external communication vehicles, including press releases, semi-annual publications, special reports, and other special communications, in addition to managing the University's website.

Barriers and Challenges facing the campus

- *Enrollment growth* – the campus has undergone significant growth in the last decade (96% increase in student population since 1999), and is also transitioning from a commuter campus to a residential campus. During this growth and transition, the campus has encountered a number of challenges:
 - Lack of student housing and housing for faculty (very low single-family housing stock in the Pembroke area)
 - Lack of amenities in the community that make the campus attractive to prospective students and faculty (example: the town does not have a movie theater or a hotel for visitors)
 - Working with the town as campus growth impacts the community – in response to this issue, the Chancellor formed a Town/Gown committee in 2001 involving the Town Council and Chamber of Commerce.
 - Lack of available land for expansion – the campus is currently landlocked, making physical growth difficult.
- *Enrollment growth - maintaining campus culture* – future projections of enrollment growth raise concerns about maintaining low class size (avg. class size is 30 students) and high student/faculty ratio (17:1); the campus sees 10,000 students as its maximum capacity:
 - 2006 enrollment: 5,827
 - 2017 projected enrollment: 9,485
- *Catching up on recent growth* – during the last decade, the campus experienced student growth (focused growth funding) and massive construction resulting from the 2000 bond campaign. Increased performance demands on non-teaching staff are reported to be extreme in some departments, especially as budget reductions have been focused in non-academic areas. The recent Strategic Plan update incorporated stakeholder conferences and focus groups to assess regional needs and campus capacity to meet those needs given the advances that have accompanied enrollment growth and facility improvement.
- *Retention and Graduation rates* – the campus highlighted as challenges in meeting targets for improving retention and graduation rates the insecurity of rural and 1st generation students (a majority of every freshman class are 1st generation college-goers), high rate of student transfers to other institutions, and lack of community amenities that make the campus attractive for residential students (starting a football program is seen as a way to help address this deficit):
 - Retention rate: 67.5%
 - 4-yr Graduation rate: 14.2%

- 6-yr Graduation rate: 37.6%
- *Information technology* – the campus struggles with the cost of acquiring, implementing and supporting new information technology systems, and notes difficulty in recruiting and retaining qualified technicians and professionals to maintain IT systems.

Opportunities

- *Campus growth benefits Town and region* – with the growth of the campus comes opportunities for economic development in the town (example: first apartment complex development).
- *Responding to high-need areas* – the campus indicated an interest in exploring new programs that address high-need areas:
 - Doctorate in Physical Therapy (recommended in HB 1264 study) to increase numbers of graduates in this high-need allied health profession.
 - Nursing faculty transition program developed as a “summer immersion” program so that new nursing faculty can make the transition from clinical practice to academia more rapidly and effectively.
 - PhD in Public Affairs and Administration – would meet professional development needs of public school teachers and administrators seeking licensure as a superintendent.
 - Recruiting teaching students among retired military – through the campus’ existing partnership with Ft. Bragg, it expressed interest in developing a program to recruit retired military into the teaching profession (expanding its existing distance ed. programs in teacher education).
 - The potential for dramatic growth in the areas of new media and integrated media is tremendous. It is quite possible that a new academic unit could be organized, populated and funded so as to address this pressing need for new media and integrated media training. Such a unit could focus on providing innovative, high-quality programs on campus, off campus, and through distance learning technologies. UNCP has the necessary expertise for this initiative.
 - *Student diversity* – recognized by U.S. News & World Report as one of the most diverse campuses in the country, UNCP has successfully transitioned from its historical origin as a designated American Indian university to an ethnically diverse campus while at the same time retaining its American Indian heritage. This transition is worthy of further study to determine if lessons learned can be applied to other campuses seeking to increase student diversity.
- *Expanding its capacity* – the campus sees significant opportunities for expansion of its educational capacity through
 - Delivering more educational programs through distance education

- Developing stronger articulation agreements with regional community colleges
 - Establishing 1:1 mentoring programs with students to address low retention rates
 - Marketing itself more strategically.
- *New focus on campus' effectiveness* - Campus recently created the position of Assistant Vice Chancellor for Institutional Effectiveness (personnel search is currently underway) that will oversee the campus' strategic planning and operational planning activities, regional and discipline specific accreditation, accountability, student learning outcomes assessment, institutional research and general education assessment activities.
 - *Improving external communications* – the campus expressed an interest in receiving assistance in developing a comprehensive communications plan that would better inform the region about resources and initiatives that benefit the region, and improve perceptions of K-12 students in the region about the campus and the value of a college education