Areas of Distinction
Appalachian State University

Area 1: Sustainability

The Appalachian Experience: Envisioning a Just and Sustainable Future

Appalachian State University has a strong commitment to all aspects of sustainability, which includes but is not limited to curriculum, engagement, infrastructure, social justice, and outreach. The university stands out as a national and global leader among institutions offering sustainability content within the curriculum. Appalachian also excels and is a leader in the areas of sustainability-focused student and community engagement. In addition, the university spearheads the Appalachian Energy Summit, which is part of the North Carolina Energy Leadership Challenge. The Appalachian Energy Summit is a system-wide effort to save the state of North Carolina $2 billion in avoided energy costs by the year 2025. Objectives of the summit also focus on creating a culture of environmental and economic sustainability, educating our students to be leaders of tomorrow, transforming and stimulating the North Carolina economy, and positioning our colleagues in the UNC system and private universities as national leaders.

The Strategic Plan of Appalachian State University (July 2014 through June 2019)

Title “The Appalachian Experience: Envisioning a Just and Sustainable Future,” the university’s strategic plan provides direction for the campus over a five-year period. The plan serves as a recognition that the primary focus of the campus is to transform the lives of our students. We believe that this transformational Appalachian Experience results in engaged citizens who understand their responsibility to society. Our students leave with a clear charge to make a difference and to care for the planet and its people.

The strategic plan includes this Statement of Sustainability: “Sustainability at Appalachian State University is not a trend, it is a tradition. We are active stewards of our State’s interconnected financial, cultural and natural resources. Through engaged scholarship, we balance critical, creative and global thinking in a living laboratory, transforming theory into practice and fostering responsible citizenship.”

Metrics:

Appalachian will assess its progress by examining metrics in the following areas:

1. **AASHE STARS Score**: The Association for the Advancement of Sustainability in Higher Education (AASHE) Sustainability Tracking Assessment and Rating System STARS reporting tool is on a three-year cycle. Appalachian ranks first in the country with its overall AASHE STARS rankings among master’s-granting institutions. Appalachian ranks second in the country with AASHE STARS curriculum rankings among all institutions. Appalachian is ranked fifth overall in building performance and second among master’s-granting institutions. Appalachian’s high graduation and retention rates are in sync with other schools that obtained high Gold level STARS rankings.

2. **Sustainability Literacy Survey** (First-year students were surveyed in fall 2015. The same cohort will be surveyed during their junior or senior year. We will survey faculty and staff in fall 2017.) Target is to increase literacy related to sustainability knowledge and to increase survey response
rates. Currently, 53% of incoming students surveyed indicated that sustainability partially influenced their decision to attend Appalachian.


4. **Energy consumption**: Target 90,000 Btu/ft² by 2018-19 (2015-16 consumption: 93,537 Btu/ft²)

5. **Renewable energy utilization**: Target 0.5% by 2018-19 (2015-16 utilization: .0933%)


7. **Carbon Neutral Commuter Program**: Target 25% participation by 2018-19 (2015-16 participation: 15.2%)

8. **Zero waste diversion rate**: Target 50% by 2018-19 (2015-16 diversion rate: 37%)
Area 2: Global Engagement: Education Abroad

Over the last few decades, Appalachian State University (Appalachian) has turned challenges into strengths through intentional global engagement programming and activities. Although the Appalachian campus is located in the rural Blue Ridge Mountains of northwestern North Carolina, the university has broadened students’ understanding of other cultures while becoming a national leader in the number of students who study abroad for academic credit. Over the last five years, the number of Appalachian students studying abroad for academic credit has grown from 807 in 2011-12 to 977 in 2015-16. According to the Institute of International Education’s (IIE) 2016 Open Doors Report, Appalachian now ranks third nationally among comprehensive master’s institutions for the number of total undergraduate and graduate students participating in education abroad experiences for academic credit.

The university’s mission and vision speak to the value of global engagement to the campus community, especially students: “Appalachian State University prepares students to lead purposeful lives as engaged global citizens who understand their responsibilities in creating a sustainable future for all.” Additionally, Appalachian’s current strategic plan, “The Appalachian Experience: Envisioning a Just and Sustainable Future,” has a strong emphasis on global engagement: “Appalachian State University aspires to be the destination institution for dedicated students who seek challenging academic programs and co-curricular experiences, engaged faculty and a vibrant campus culture that will shape them into engaged, responsible global citizens.” Also, the university is currently implementing a Quality Enhancement Plan (QEP) called “Global Learning: A World of Opportunities for Appalachian Students.”

Metrics:

Appalachian will assess its progress by examining metrics in the following areas:

1. **Increase in the number of Appalachian students studying abroad for academic credit.** The projection for the coming academic year is to raise the education abroad numbers to approximately 1,010 students.

   During the 2015–16 academic year, a total of 977 students studied abroad for academic credit in various programs. This included 792 students who went abroad on short-term programs and 185 students who studied abroad for semester long or year-long programs. The number of students who studied abroad during the 2015–16 academic year represents 21.1% participation rate at Appalachian, a much higher rate than the national rate of 14%. The expected future growth in education abroad participation at Appalachian will come from students participating in semester and year-long experiences.

2. **Maintain the number of faculty-led education abroad programs at 60 and 70 per year.**

   More than 70 faculty-led education abroad programs are approved annually, and the growth in these programs rests on faculty commitment and effective strategies employed by the Office of International Education and Development (OIED).

   However, we may have reached the capacity in the faculty-led programs and do not anticipate any significant growth in the future. While there are several new program leaders interested in participating in faculty-led programs, there are equally many other seasoned program leaders who are retiring or choosing not to continue offering their programs abroad. The goal will be to stabilize faculty-led education abroad programs to no more than 70 programs.
3. **Increase in the amount of education abroad scholarship funds available by 3% annually and the number of students applying for those scholarships by 5% annually.**

In various studies across the country, students point to finance as one of the constraints that prevent them from participating in education abroad experiences. In the last several years, Appalachian has made an effort to increase the number of scholarship funds available to students. For example, during the 2015–16 academic year, OIED received 149 education abroad scholarship applications but could provide funding to only 39% of the applicants. Availability of study abroad scholarships is critical to the efforts of increasing the number of Appalachian students who participate in this important educational opportunity.

4. **Number of Appalachian students applying and receiving prestigious national scholarships such as Fulbright Fellowships, Benjamin Gilman International Scholarship, Critical Language Scholarships, and Boren Scholarships and Fellowships.**

New processes were developed during the 2015-16 academic year, including outreach and one-on-one advisement, for academically strong students interested in prestigious scholarships that are directly related to international education.

Below is a list of the scholarships targeted, the number of applicants for each one in the last two years and the metrics for the set goals for each one. The metric is based on the number of applicants for each scholarship, not the number of awards received.

- **Fulbright Student Awards**: Increase the number of applicants from eight students to at least 10 students annually for the next three years.

- **Benjamin Gilman International Scholarship**: Double the number of applicants from 32 to 64 annually for the next three years.

- **Critical Language Scholarships**: Increase the number of applicants from nine students to at least 10 students annually for the next three years.

- **Boren Scholarships and Fellowships**: Increase the number of applicants from zero students to at least two students annually for the next three years.
Areas of Distinction
East Carolina University

Area 1: Cultural Champion

East Carolina University enhances the quality of lives of eastern North Carolinians through diverse offerings of cultural enrichment, academics, the arts and athletics. Our School of Art and Design is the most comprehensive art school in North Carolina and one of the largest in the Southeast. People of varied ages and backgrounds come to ECU for sporting events, art exhibitions, performances and scholarly lectures. These activities provide opportunities to discuss and share cultural experiences and educational opportunities with ECU students and other residents of North Carolina, while also boosting economic development in the community and region. ECU further broadens its reach by encouraging students and faculty to explore global cultures via study-abroad and other experiences, while actively expanding opportunities for students from around the world to engage in an ECU education.

ECU remains committed to its role as the cultural champion of eastern North Carolina and strives to distinguish itself as a gateway to the world.

By 2022, East Carolina University aspires to:
- design and construct a visual and performing arts center in collaboration with local and regional interests;
- establish and build opportunities for sending 25% of ECU students on study-abroad or global experiences;
- provide opportunities for student athletes to excel in the classroom and develop life skills through participation on the fields of competition (e.g. GPA, service learning, championships).

Area 2: Social Mobility

East Carolina University graduates more students from distressed counties (tier one and tier two) than any other constituent UNC-System institution. ECU distinguishes itself in providing professional educational opportunities for North Carolinians through leadership in the development of teachers, business leaders, engineers, dentists, family physicians, nurses and allied health professionals. ECU accomplishes this through purposeful implementation of high-impact educational practices. We plan to build upon these successes through the establishment of the Miller School of Entrepreneurship, the accreditation of the School of Public Health and the expansion of innovative inter-professional education. Creating opportunities for improving social mobility through the success of our students is an area of distinction for ECU.

By 2022, East Carolina University aspires to:
- consistently rank in the nation’s top producers of family physicians (based on AAPF calculation) and other health professionals;
- continued expansion of engineering to solve global challenges, including recognized excellence in coastal engineering (e.g. number of coastal scientists and engineers, volume of sponsored programs);
- increase the number of our nationally ranked professional programs;
- become a top 5% “Best Value” college (Educate to Career, Social Mobility Index); and
- continue to lead the UNC System in the graduation of students from tier one and tier two counties, as designated by the NC Department of Commerce.
Area 3: Transformative Engagement

East Carolina University is one of 40 institutions classified as both a Community Engagement Institution by the Carnegie Foundation and as an Innovation and Economic Prosperity (IEP) University by the Association of Public and Land-grant Universities (APLU). In 2012, East Carolina University received the C. Peter Magrath Community Engagement Award from APLU. In 2016, East Carolina University also received the W.K. Kellogg Foundation Community Engagement Award. ECU has a rich history of developing public and private partnerships with its larger community to serve the region. We leverage these relationships to create new ways of understanding complex issues, develop and operate innovative solutions, and drive change for people and organizations in our region and beyond. This transformative engagement, based on our unique collection of assets within the UNC system and a holistic approach to the global challenges of rural development, is an area of distinction for ECU.

By 2022, East Carolina University aspires to:

- increase extramural funding for sponsored programs to $120M annually;
- improve student learning outcomes of students attending ECU Lab School (PK-5) through evidence-based best practices (e.g. DPI outcome measures);
- expand ECU’s network of partnerships in advanced manufacturing, military, community health and coastal environments; and
- develop the East Carolina Research and Innovation Campus (e.g. volume of corporate partners).
Areas of Distinction
Elizabeth City State University

Area 1: Aviation Science Program

The only four-year collegiate aviation education program in the State of North Carolina, the mission of the Aviation Science Program is to provide quality aviation education to a diverse group of students, especially those who have been underrepresented in the aviation and aerospace industries. This goal is in line with UNC’s focus on contributing towards the development of Critical Workforce that addresses the economy’s needs. ECSU stands ready to be a major participant in increasing diversity in aviation workforce, and educating future aviators and leaders in the aviation industry. As part of its 5-year strategic plan, ECSU Aviation will begin offering a specialization in Unmanned Aircraft System (UAS) starting Fall 2017. ECSU’s Aviation Science program has a strategic interest in developing program of study in UAS, which is a fast-growing industry in the public and private sector with applications in law enforcement, agriculture, wildlife resources, and scientific research. The UAS program will give students the skills they need to be successful in employment, and increase regional attractiveness to aviation and emerging Unmanned Aerial System (UAS) businesses. ECSU’s new state-of-the-art Unmanned Aerial System (UAS) Lab facility and curriculum will help position ECSU’s Aviation Science Program as the regional hub for UAS Applications Research and Outreach activities.

Metrics:

We will assess our academic progress by examining the following metrics:

1. Regional and National Recognition
   By 2020-21, the Aviation Science program will attain national accreditation from the Aviation Accreditation Board International (AABI).

2. Attainment of FAA Credentials
   By 2020-21, the Aviation Science program at ECSU will increase the number of Federal Aviation Administration (FAA) credentials earned by an aggregate of 25%. The 25% increase will be calculated as the change in the five-year average number of FAA credentials earned in FY 2012, 2013, 2014, 2015, 2016 compared to the five-year average number of FAA credentials earned in FY 2017, 2018, 2019, 2020, 2021.

3. Degree Completion for Rural Population
   By 2020-21, the Aviation Science program at ECSU will increase the number of in-state undergraduates from rural counties who earn B.S. degree in Aviation Science by an aggregate of 20%. The 20% increase will be calculated as the change in the five-year average number of in-state undergraduates residing in a Tier 1 or Tier 2 county who earn B.S. degree in Aviation Science in FY 2012, 2013, 2014, 2015, 2016 compared to the five-year average number of in-state undergraduates residing in a Tier 1 or Tier 2 county who earn B.S. degree in Aviation Science in FY 2017, 2018, 2019, 2020, 2021.

Area 2: Student Success

ECSU has a long history of graduating students from both low-income families and rural communities. In addition, a January 2017 article entitled “What are the best NC colleges to improve your financial future?”, published in the Raleigh, NC News and Observer newspaper, cited Elizabeth City State
University as the strongest university in North Carolina for promoting “upward economic mobility” for students. Continuing with this legacy, ECSU has merged faculty/staff engagement with educational technologies to create an environment centered on improving student success. In March 2016 ECSU joined the Education Advisory Board’s Student Success Collaborative (SSC) and branded the SSC platform into its own E4U Platform (Engaging, Enriching, Empowering, Effective). E4U enables advisors and students to seamlessly schedule appointments and share information electronically with various stakeholders across campus. Issuing early alerts through the platform provides advisors and retention staff the opportunity to develop early intervention strategies to get students back on track. ECSU has already received recognition for the work it has done with E4U and is a member of EAB’s Product Advisory Board which represents less than 10% of all SSC member institutions. In addition, ECSU has served as a consultant to numerous SSC institutions, is featured in several documents on EAB’s website, and was chosen by EAB’s New Product Development team to serve as an Alpha partner on two new products. In Spring 2017, ECSU implemented both the degree audit system DegreeWorks, which allows advisors and students to quickly monitor student’s progress towards degree completion, and the scheduling software AdAstra, which assist with scheduling classes and reducing course conflicts. ECSU has removed curricular barriers by restructuring its general education curriculum and implementing an across the board reduction in the number of credits required for graduation from 124 – 128 credits to 120 credits for all majors. In recognition of the key role advisors play in students’ academic progression ECSU has made academic advising a central focus of its student success initiatives. With assistance from UNC-GA, ECSU has created an academic advising protocol that outlines the roles and responsibilities of students and advisors and provides a detailed description of how E4U and DegreeWorks should be used during the advising process. By combining the key initiatives above, ECSU is poised to develop a model of how academic advising, refined curriculum requirements, and technology can be leveraged to increase the timely progression towards a degree and completion rates of students from low-income families and rural communities nationwide.

**Metrics:**

We will assess our progress by examining the following metrics:

1. **Completion Rates of Low-income Students**
   By 2020-21, ECSU will increase the number of in-state low-income undergraduates who earn a degree by 10%. The 10% increase will be calculated as the change in the four-year average number of students who received a federal Pell Grant within 5 years of earning a degree in FY 2013, 2014, 2015, 2016 compared to the four-year average number of in-state undergraduates receiving a federal Pell Grant within 5 years of earning a degree in FY 2018, 2019, 2020, 2021.

2. **Degree Completion for Rural Population**
   By 2020-21, ECSU will increase the number of in-state undergraduates from rural counties who earn a degree by 10%. The 10% increase will be calculated as the change in the four-year average number of in-state undergraduates residing in a Tier 1 or Tier 2 county who earn a degree in FY 2013, 2014, 2015, 2016 compared to the four-year average number of in-state undergraduates residing in a Tier 1 or Tier 2 county who earn a degree in FY 2018, 2019, 2020, 2021.

3. **Reduction of Attempted Credits for Degree Completion**
   By 2020-21, ECSU will decrease the number of attempted hours a student completes in order to graduate by 10%. The 10% decrease will be calculated as the change in the four-year average credit hours attempted by undergraduates who earn a degree in FY 2013, 2014, 2015, 2016 compared to the four-year average credit hours attempted by undergraduates who earn a degree in FY 2018, 2019, 2020, 2021.
Areas of Distinction
Fayetteville State University

Area 1: Facilitating Higher Education Attainment by Military-Affiliated Students

Since the 1970s, FSU has played a distinctive role in the University of North Carolina by facilitating higher education attainment by military-affiliated students at the undergraduate and graduate levels. In the past five years, FSU has expanded this support by establishing the Office of Veterans Student Support and the Veterans Business Outreach Center. Moreover, recently established degrees in Intelligence Studies and Professional Studies and certificates in Geospatial Intelligence and Cyber Security are designed especially for military-affiliated students. These efforts have resulted in the growth of military-affiliated students to over 20% of FSU student enrollment and national recognitions such as “Military Friendly” and “Best for Vets.” Over the next five years, FSU will strengthen recruitment and support of military-affiliated students, enhance outreach programs that serve the military, and use the feedback regarding national recognitions to guide continuous improvement. These new efforts will increase enrollment of and credentials awarded to military-affiliated students and will increase participation in outreach programs that serve the military.

Metrics: 1) Enrollment of soldiers, veterans, and their dependents in undergraduate and graduate courses and programs; 2) number of undergraduate and graduate credentials (degrees, certificates) earned by military-affiliated students; 3) number of participants in outreach programs (such as Veterans Business Outreach Center and Center for Defense and Homeland Security), and 4) national recognitions for military-friendly service.

Goals for 2022:

Enrollment: Military-affiliated student enrollment will increase by 5% each year or 25% over the next five years. By 2022, FSU will increase military student enrollment from 1,244 (current three-year average) to at least 1,555.

Degrees Awarded: The number of degrees awarded to military-affiliated students will increase by at least 6% for each of the next five years or a total of at least 30% by 2022. The current baseline for undergraduate degrees awarded to military students (2015-16) is 190 so the number of degrees awarded to military students by 2022 will be at least 247. The current baseline for graduate degrees awarded to military students is 30, so the number awarded in 2022 will be at least 39. The total number of undergraduate and graduate degrees awarded in 2022 will be at least 286.

Other metrics to be reported on annual basis:

- FSU also offers certificate programs designed especially for military-affiliated students. Currently, the Center for Defense and Homeland Security (CDHS) offers two continuing education cyber security certificates. In the past year, the center awarded 109 certificates. We expect to increase that number by at least 10% per year or a total of 50% over the next five years. By 2022, we will award at least 164 certificates. We will expand the types of certificate programs and will report on the number of such certificates awarded each year.
- FSU will also extend its services to military-affiliated students through numerous outreach programs, such as the Veterans Business Outreach Center, Center for Defense and Homeland Security, and Continuing Education. Data on number of individuals served will be included in our annual reports.
• FSU will earn national recognition for service to military-affiliated students. This goal will achieved by consistently earning national recognitions, such as, “Military Friendly,” and “Best for Vets.”

Area 2: High Quality and Affordable Online Education

FSU has already earned significant distinction for providing high quality and affordable online courses and programs. External organizations -- such as Affordable College Online, Best Degree Programs, and U.S. News and World Reports -- have included the following programs in national rankings: Psychology, Nursing, Criminal Justice, Birth through Kindergarten, Fire and Emergency Services Administration, and the Master of Business Administration. In the past five years, online student credit hours have increased from representing 19% to 31% of total student credit hours. The number of degrees awarded in the past three years has grown from 112 to 257. New online programs in Accounting, Intelligence Studies, and Professional Studies will increase both enrollment and degrees awarded. FSU’s Office of Faculty Development and Online Education provides support for faculty to ensure that all FSU online classes comply with guidelines of Quality Matters and the Interregional Guidelines for the Evaluation of Distance Education. As a consequence, student evaluations and DFW rates for online courses are comparable with face-to-face classes. FSU online programs remain among the most affordable in the nation with undergraduate (degree completion) program costing less than $10,000 and graduate degrees less than $20,000. To increase enrollment and degree completion by adult learners, part-way home students, and military students, FSU will continue to expand and increase the quality of online education while maintaining affordability.

Metrics: 1) enrollment in online courses; 2) degrees awarded in online programs; 3) recognitions and rankings of online programs by external organizations and agencies; 4) comparisons of affordability of online programs with those of other institutions.

Goals for 2022

Enrollment: Online education enrollment will increase by an average of 6% per year for each of the next five years for an increase of at least 30% by 2022. Baseline enrollment for fall 2016 is 1,546 (UG: 1,235; G 311). By 2022, online enrollment will increase to at least 2,015 (UG 1,532; G 483).

Degrees awarded: The number of degrees awarded from online programs will increase by at least 5% a year for each of the next five years or 25% over the five year period. Using the baseline of 257, the number of degrees awarded by 2022 will be at least 321.

Other metrics to be reported on an annual basis:

• FSU will continue to earn recognitions by national organizations for affordability and quality of online program by national organizations such as Affordable Colleges Online, Best Degree Programs, and U.S. News and World Reports. FSU will report each year on the recognitions received by our online programs.

• FSU’s Office of Faculty Development and Online Education will continue to support faculty efforts to ensure high quality course design and delivery. The office will continue to apply national standards, such as Quality Matters, to the design of our online courses. These faculty development efforts will be reported on each year.

• FSU will continue to compare the costs of our online programs with the costs of similar programs at similar institutions to make sure that we remain among the most affordable programs in the nation.
Areas of Distinction
North Carolina A&T State University

Area 1: Minority engineer production

The College of Engineering at NCA&T has consistently ranked No. 1 in the nation for the number of degrees awarded to African Americans at the undergraduate level for over 14 consecutive years and has been the leading producer of African American female engineers at the baccalaureate level in the U.S. for at least nine consecutive years.

Metrics: The 2016-2017 College of Engineering totaled 1,701 students and graduated 246 minority engineers in 2015-2016. The College of Engineering faculty, staff, and students are actively engaged in community outreach activities such as the NC First Lego League and NC First Robotics.

Target: Achieve a top 100 ranking for the College of Engineering

Area 2: COBE Accountants production

The College of Business and Economics was established in 1971, and first accredited in 1979 by AACSB International, making it the first HBCU in North Carolina to achieve this high level of national peer recognition. The accounting program was accredited in 1986 and became the first in the nation at an HBCU to achieve AACSB International accounting accreditation.

Metrics: The College has an 82.1% first year retention rate. The B.S. in Accounting had 256 students (2016-2017), with a minority enrollment of 95.31% (244). Graduates of the Accounting Department regularly complete requirements for professional certifications such as the CPA and CMA, and the program is one of the largest producers of African-American Certified Public Accountants (CPAs) in the country.

Target: Achieve a top 300 ranking for the College of Business and Economics
Areas of Distinction
North Carolina Central University

North Carolina Central University (NCCU) seeks to continue to distinguish itself as a premier liberal arts institution by identifying two areas of distinction in academic programs in liberal arts education, Jazz Studies and Intellectual Property Education. Both Jazz Studies and Intellectual Property Legal Education are centered in the Humanities. Jazz Studies places an emphasis on cultural heritage and Intellectual Property Education focuses on professional education in innovation and legal studies.

Area 1: Jazz Studies

Jazz is an original American art form rooted in the African-American experience and shared worldwide. In 1977, NCCU became the first university in the state to offer the Bachelor of Music degree in Jazz Studies. The program has since evolved to include a comprehensive vocal jazz component and the Master of Music degree in Jazz Composition and Jazz Performance. Due to an award-winning faculty, Jazz Studies attracts students from across the country and internationally. Graduates of the program are consistently noted for landing in significant international acclaimed positions in film, TV and the music industry. The program is also showing strong retention and graduation rates, impactful service learning, and a growing level of scholarship.

Metrics:

- Become the first-choice program for the most competitive students
- Consistently perform at major jazz festivals, i.e., Notre Dame and Newport Jazz Festivals
- Individual students (15 by 2022) consistently recognized by Downbeat Magazine
- Faculty (3 by 2022) nominated for Music Educator Grammys
- Graduates consistently perform with major jazz artists, nationally and internationally

Area 2: Intellectual Property Legal Education

North Carolina Central University should continue to distinguish itself through professional education dedicated to foster professional competency in innovation and economic development through Intellectual Property Legal Education. One of the key drivers of economic growth in the United States and in the State of North Carolina is through invention, innovation and entrepreneurship. Intellectual property law is a critical component in bringing new ideas to market in the innovation ecosystem in the United States. The field is especially important to NCCU due to our proximity to the high tech sector in RTP and Washington DC. Intellectual Property is one of the fastest growing areas in the legal field. IP law covers innovation protection, business development, technology expansion and licensing, and protection for the creations of the mind-arts, music, literature, and design.

The NCCU School of Law operates its highly innovative program through the Intellectual Property Law Institute (IPLI). IPLI is an academic program designed to advance the mission of service to the community and education of students with a dedication towards the development of attorneys committed to social justice in all areas of legal practice. IPLI houses a trademark clinic, patent clinic, copyright practicum, and an expansive Intellectual property clinic for the development of intellectual property training. IPLI has received corporate support from leading high tech firms and continues to fund raise from corporate and
private donors. The Institute offers continuing legal education training, publication of an Intellectual Property Law Journal (formerly the Biotechnology and Pharmaceutical Review); representation for low wealth entrepreneurs; internships and externships for students; and, sponsors patent, trademark and copyright conferences and seminars. In addition, IPLI provides a patent bar preparation course and intensive learning experiences through practicum arrangements with pro bono firms in patent law administrative procedures. IPLI has built collaborative academic bridges to the Jazz Studies program and other music programs by training students to teach local musicians how to sharpen copyright protection skills. The program also offers training for recent graduates as IP Fellows and seminars for local IP practitioners.

Metrics:

- By 2022, grow the number of practicing IP attorneys by 3%, especially from groups that are underrepresented in this specialization in the legal profession
- Generate opportunities for research across NCCU to foster economic development and community engagement especially to develop startup growth across the state with a focus on rural areas and access
- Due to the academic programs, community engagement, corporate support, and number of practicing attorneys become a nationally recognized University for intellectual property work that will consistently attract competitive students

As with the Jazz Studies program, Intellectual Property Legal Education is poised to increase brand recognition and the footprint of North Carolina Central University. These two programs—one a liberal arts program and one a professional program serving the liberal arts, will serve as models that can inform all programs at NCCU with strategies to improve continuously the level of distinction. Additionally, by pursuing both programs, NCCU sets a national example of how to integrate the unique stewardship of cultural heritage that NCCU bears as an excellent and diverse institution while maintaining its commitment to serve society through new discoveries and knowledge that can be used across society.
Areas of Distinction
North Carolina School of Science and Mathematics

Area 1:

North Carolina School of Science and Mathematics is committed to equity of access for high school students statewide, working in partnership with public schools and school systems to effectively ensure each student, no matter their zip code, has the opportunity to reach their full potential. Using technology to extend our reach to students in rural, small schools, our faculty develop courses that inspire and challenge, preparing students for success in school, work and life. NCSSM builds school partnerships strategically, expanding access to unique, rigorous coursework and content and building digital pathways for students to effectively participate in the state’s established and fastest-growing economic sectors. Currently we reach over 650 students in 87 partner school systems, with a total of 1200 course enrollments in Honors Computational Chemistry, Honors Genetics and Biotechnology, Honors Aerospace Engineering, AP Calculus and other rigorous titles in our interactive videoconferencing and online program. By 2022, NCSSM will serve 450 students online and partner with 100 LEAs using distance education, as well as serving an additional 300 students residually as we open another campus in the Western part of the state.

This area of distinction fits with our mission statement to educate academically talented students to become state, national, and global leaders in science, technology, engineering, and mathematics, advance public education in North Carolina, and inspire innovation for the betterment of humankind, through challenging residential and virtual programs driven by instructional excellence and the excitement of discovery. Furthermore, this area of distinction fits with our strategic plan objectives (strategy 8): Objective 3: Have a collaborative partnership with a majority of school districts in each congressional district in North Carolina to provide high-quality education content and services to teachers and students. Objective 4: Engage 1,000,000 students and 100,000 teachers through NCSSM products or services over the next five years.

Area 2:

North Carolina School of Science and Mathematics (NCSSM) is the nation’s first public residential high school focused on science, technology, engineering, and math. NCSSM has strong mentorship and research programs. 62% of NCSSM graduates have had some type of research or other real-world experience. By 2022, NCSSM will increase participation in research or other real-world experiences to serve all NCSSM students who want such an opportunity and will increase the number of research partnerships with UNC-System schools and other universities and industry partners in NC. By 2022, NCSSM will increase participation in research or other real-world experiences to serve all NCSSM students who want such an opportunity and will increase the number of research partnerships with UNC-System schools and other universities and industry partners in NC.

This area of distinction fits with our mission statement to educate academically talented students to become state, national, and global leaders in science, technology, engineering, and mathematics, advance public education in North Carolina, and inspire innovation for the betterment of humankind, through challenging residential and virtual programs driven by instructional excellence and the excitement of discovery. This area of distinction fits with our Strategic Plan objectives. Objective 1: Have each NCSSM student develop and be engaged in an independent research or other real-world learning experience. It is also reflected in Strategy 4 of our strategic plan which calls for us to increase the capacity within our faculty, the community, our alumni, and professional partnerships to provide students with research and other real-world opportunities to apply their learning. This strategy focuses
on expanding opportunities for students to participate in real-world experiences during their time as students at NCSSM. This strategy also calls for better utilizing the summer months to provide students with research, mentorship, and service opportunities that provide them with real-world experiences.

Area 3:

North Carolina School of Science and Mathematics (NCSSM) is a national leader in preparing graduates to pursue and earn their undergraduate degrees in STEM fields. 61% of NCSSM graduates earn degrees in STEM fields which is more than 3x greater than the national average for high school students earning their undergraduate degrees in STEM fields. By 2022 70% of NCSSM graduates will earn degrees in STEM fields.

This area of distinction fits with our mission statement to educate academically talented students to become state, national, and global leaders in science, technology, engineering, and mathematics, advance public education in North Carolina, and inspire innovation for the betterment of humankind, through challenging residential and virtual programs driven by instructional excellence and the excitement of discovery. This area of distinction fits with our Strategic Plan objectives. Objective 2: Annually increase the percentage of graduates who are actively engaged in STEM-related fields.
Areas of Distinction
North Carolina State University

Area 1: Lab to Market Innovation – Partnerships with the Private Sector

NC State is a national leader in driving innovation from the lab to the marketplace. Our national prominence in this area (No. 9 nationwide in licenses and options executed based on university research; No. 2 among universities without a medical school) is the result of our strategic efforts to build an innovation pipeline. In addition to investing in our faculty and research infrastructure, we have built a team of specialists who help researchers protect, market and license their intellectual property, work with industry partners and launch startups. NC State initiatives to foster lab to market innovation include the Chancellor’s Innovation Fund, which supports short-term commercially focused research and has directed over $2M to researchers in its first five years and yielded more than $12M in follow on funding and licensing revenue. In addition, we recently launched the Wolfpack Investor Network as a mechanism to engage the enthusiasm and resources of our alumni to support NC State affiliated startup companies. This nascent program has already resulted in the investment of over $800K into our startup companies by alumni angel investors, and promises to yield results in the future as the network continues to grow and gain momentum.

Evidence of our success in this area includes:
- 100+ startups and spinoffs based on NC State research, attracting a total of $1.6 billion in venture capital
- 900+ U.S. patents and 2,000+ worldwide, yielding 550+ consumer products
- NC State’s Industry Expansion Solutions has created $3.4 billion in economic benefit for the state’s manufacturers since 2000
- NC State and its students, alumni and associated startups generate $6.5 billion of North Carolina income annually
- NSF ranked NC State 4th in Industry Research Funding among universities without medical schools

NC State has chosen two metrics to form the basis for measuring our success in this area of distinction. These metrics were selected because they directly quantify the transfer of technologies from the university to the private sector. The first metric indicates the transfer of technologies to companies through license and option agreements. The second metric assesses the number of startup companies launched to commercialize NC State research discoveries. It is important to note that startup companies play an important role in spurring regional economic growth by creating new jobs in our state. We have listed achievable goals in both of these categories that reflect NC State’s plan to continue to support the growth and success of our technology commercialization and new venture efforts.

<table>
<thead>
<tr>
<th>Metric Used to Evaluate Improvement</th>
<th>FY 12</th>
<th>Current FY 16</th>
<th>2022 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Licenses and Options</td>
<td>59</td>
<td>164</td>
<td>190</td>
</tr>
<tr>
<td>Startup Companies Formed</td>
<td>4</td>
<td>12</td>
<td>20</td>
</tr>
</tbody>
</table>

Area 2: Engineering and Agriculture, Our Land-Grant Foundation

NC State is an academic powerhouse devoted to discovering and applying innovative solutions to societal problems at the local, state, national and global levels. We have distinguished ourselves as one of the state’s flagship universities by building on our land-grant roots in engineering and agriculture while embracing excellence in a comprehensive range of disciplines and leading the way in interdisciplinary
research and education. Success in engineering and agriculture are critical to NC State’s overall success as an institution and our strength as a unique contributor in the UNC system.

In the College of Engineering, state-of-the-art laboratories and research centers, faculty and students—both undergraduates and graduates—engage in vital areas of research and technology transfer, pursuing some of the most important education initiatives and engineering research of our time in energy, health care, computer systems, nanotechnology and other important and emerging fields. One example of excellence is our NC State/UNC-CH Joint Department of Biomedical Engineering, a unique collaboration between North Carolina’s two flagship universities to bring engineering and medicine together to improve lives.

The College of Agriculture and Life Sciences is a leader in research and innovation. Our new Plant Sciences Initiative will use an interdisciplinary systems approach to seek solutions to the global challenges facing agriculture. The resulting increase in crop yields, nutritional diversification, sustainability and extended growing seasons will provide long-term benefits for the people of North Carolina, the nation and the world. Our faculty conduct important research like this while also preparing our students to be the bold leaders of tomorrow.

Evidence of our success in this area includes:
- #6 nationally in online graduate computer and IT programs (U.S. News & World Report)
- #8 return on investment nationally for degrees in science technologies (U.S. Department of Education College Scorecard)
- #13 college of engineering among public universities (U.S. News & World Report)
- #20 nationally among colleges specializing in science, technology, engineering and mathematics (Forbes)
- The College of Engineering is one of only two in the nation currently leading two National Science Foundation (NSF) Engineering Research Centers.
- The College of Agriculture and Life Sciences currently leads three and is a subcontractor on one national USDA Specialty Crop Research Initiative projects totaling over $23M and involving over 36 academic and government institutions nationwide.

NC State has chosen two metrics (divided into Engineering and Agriculture) to form the basis for measuring our success in this area of distinction. These metrics were selected because they directly quantify the strategic growth objectives we have for these two colleges. The first metric indicates growth in service to students and the State through increased degree recipients. The second metric assesses the research contributions of the faculty in the colleges.

<table>
<thead>
<tr>
<th>Example Metric</th>
<th>2012-13</th>
<th>Current 2016-2017</th>
<th>2022 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering Graduates (bachelors, masters and doctoral)</td>
<td>2177</td>
<td>2554</td>
<td>2750</td>
</tr>
<tr>
<td>Agriculture Graduates (bachelors, masters and doctoral)</td>
<td>928</td>
<td>974</td>
<td>1050</td>
</tr>
<tr>
<td>NSF HERD R&amp;D expenditures, by R&amp;D field Engineering (x1000)</td>
<td>133,811</td>
<td>165,481</td>
<td>185,000</td>
</tr>
<tr>
<td>NSF HERD R&amp;D expenditures, by R&amp;D field Agriculture (x1000)</td>
<td>92,333</td>
<td>139,089</td>
<td>137,000</td>
</tr>
</tbody>
</table>
Areas of Distinction
University of North Carolina at Asheville

UNC Asheville has historically placed an emphasis on what the Association of American Colleges & Universities describes as high-impact practices in liberal arts education: undergraduate research, service learning, study abroad, and internships. At present, 90% of UNCA students participate in at least one high impact practice, and 54% participate in at least two. By 2022, UNCA will establish participation in at least one high impact practice as a universal requirement, and raise participation in two or more to 75% of the graduating class. Further, UNCA’s level of participation in high impact practices may be measured in comparison to national peer institutions that participate in the National Survey of Student Engagement (NSSE).

At the same time, UNC Asheville has experienced significant growth in the percentage of students involved in significant co-curricular learning experiences such as student organization involvement, leadership development opportunities, on-campus student employment, leadership in recreation and wellness activities, athletics, and sustainability initiatives. Approximately two-thirds of students report participation in at least one such activity. UNC Asheville will show evidence that employability skills increase due to participation in co-curricular learning experiences. Further, by 2022, the percent of students involved in co-curricular learning experiences will increase to 75%. Level of participation may be measured in comparison to peer institutions that participate in the National Survey of Student Engagement (NSSE).
Areas of Distinction for
University of North Carolina at Chapel Hill

Area 1: Creating Scientists: Learning by Connecting, Doing, and Making

UNC-Chapel Hill has been working for several years to enhance the different curricular methods we use to train scientists. We have received grant funding from the AAU, NSF, U.S. Department of Education, HHMI, among others, to support this effort. Our Quality Enhancement Plan for SACSCOC reaffirmation focuses on Creating Scientists.

Creating Scientists aims to align UNC-Chapel Hill more closely with contemporary models of teaching science, in which students learn through exploration, discovery, iteration, testing ideas, collaboration, research experiences, and other experiential learning opportunities. With a nearly 60 percent growth in the number of students majoring in STEM sciences at UNC-Chapel Hill over the past decade, we predict that there will continue to be high interest in and keen demand for the new courses, research exposure opportunities, and other activities that are a part of Creating Scientists. The plan is not solely for STEM majors. We are defining “scientists” in the broadest terms to include the social sciences and create opportunities for interdisciplinary modes of inquiry.

There are three fundamental elements of this initiative:

1. Connecting the arts and humanities with science courses to provide critical thinking skills and an understanding of the myriad ways in which science and culture are intertwined.
2. Doing, i.e. increasing collaborative experiences that demonstrate the non-linear process of science through research so that students understand the importance of collaboration, discovery, and iteration in science, and
3. Making, i.e. highlighting the novel ideas and objects that arise through research so that students can produce innovative, high quality work that they present to other scholars.

Goal: By aligning the curriculum more closely with contemporary models of teaching science, increase the number of graduates exposed to and persisting successfully in STEM-related subjects.

- Metric: Increase student interest in STEM-related subjects.
  - Target: By FY 2021-2022, UNC Chapel Hill will increase total number of credit hours in STEM-related courses by at least 5% from 2014-2017 levels, an increase of over 8,000 department credit hours in the natural sciences. The 5% increase will be calculated as the change in the four-year average number of credit hours taken across all natural sciences courses offered through the College of Arts and Sciences in the 2013, 2014, 2015, and 2016 academic years compared to the four-year average number of credit hours in the 2018, 2019, 2020, and 2021 academic years.

- Metric: Improve the persistence and success of students during their time at Carolina, especially underrepresented students.
  - Target: By FY 2021-2022, the number of students in STEM courses who earn D, F, or W grades will decline by at least 5%. The decrease will be calculated as the average number of students
who earn D, F or W grades in STEM classes in the 2013, 2014, 2015 and 2016 academic years compared to the 2018, 2019, 2020 and 2021 academic years.

Data on achievement in STEM gateway courses have indicated that students from underrepresented groups, students with financial need, and first-generation students were twice as likely as their counterparts to earn grades of D, F, or W. However, results from UNC-Chapel Hill faculty’s recent research on the effects of innovative pedagogy and redesigns of large gateway science courses, such those promoted through the Creating Scientists QEP, have shown marked improvements in the performance of these student populations.

- **Metric:** Produce more graduates with an interest in STEM-related careers.
  - **Target:** By FY 2021, 30% of graduates who respond to campus-wide exit surveys will indicate they are choosing STEM-related careers or attending graduate programs related to STEM.

**Area 2: Undergraduate Business Education**

UNC-Chapel Hill’s Undergraduate Business Program (UBP) is the only top-10 nationally ranked program in North Carolina among the 18 public and private universities that offer an undergraduate business degree. Yet, the UBP is a relatively small program, graduating around 350 majors and 50 minors each year. The average starting salary is an impressive $66,325 for the class of 2016 (compared with $53,800 for business students nationally). The percentage of employed full-time/enrolled in further study for the class of 2016 was 95%. See the UBP Student Outcome Statistics for additional detail.

Projections for percentage change in employment by the Bureau of Labor Statistics major occupational group “business and financial operations” for the decade 2014-2024 indicate a net increase of 8% nationally and 17% for North Carolina. This major occupational group most closely aligns with careers for undergraduate business majors, though they also are employed in jobs in other major occupational groups.

Clearly, there is a need in North Carolina and nationally for the caliber of graduate that UNC-Chapel Hill produces through its highly regarded, rigorous Undergraduate Business Program. Demand among students is very high. For example, in 2015 a record 835 undergraduates applied for admission to UNC Kenan-Flagler’s two-year undergraduate business program, with an applicant average GPA of 3.37 and applicant average SAT 1324. Due to financial and physical constraints, the program could only admit 47% of applicants, the lowest in the program’s history.

UNC-Chapel Hill is very interested in growing its undergraduate business degree program, and it is evident that there are many more students who qualify for admission. Based on the BLS and NC Department of Commerce data, there will be a need for more undergraduate business degree holders to meet the employment needs of North Carolina and the U.S. for years to come. If we can achieve a funding model that enables hiring an appropriate level of high quality faculty and staff as well as facilitates a building expansion to address the faculty, staff & student space constraints that have limited the program to date, UNC-Chapel Hill is committed to making its premier Undergraduate Business Program available to more qualified undergraduates. Growing both the business major program as well as the business minor program is equally important. The business minor program will provide a broader number of Liberal Arts
students (e.g., English majors, Computer Science majors and Physics majors) with essential business skills, which will enable them to be more marketable and get up the learning curve more quickly in their first post-baccalaureate jobs.

**Goal:** Grow UNC Kenan-Flagler’s Undergraduate Business Program while maintaining its high quality of program delivery, academic excellence, and national prominence and recognition.

- **Metric:** Increase in the number of undergraduate business graduates annually by ~50% by 2021-22, currently 350 majors and 50 minors.
  - **Target:** By 2021-22, the goal for total majors enrolled is 871 (444 of new admits and 427 admitted in the prior year), an increase of 171 total enrolled majors or almost a 25% increase over current enrollment.
  - **Target:** By 2021-22, the goal for total minors enrolled is 159 (91 new admits and 68 admitted in the prior year), an increase of 59 total enrolled minors or 59% increase over current enrollment.

- **Metric:** The quality of the program is sustained as the size of the program increases.
  - **Target:** (Ex.: by 2021-22, program retains the current top-10 ranking; at least 95% of business majors accept full-time employment or accept enrollment in further education by ~5-months after graduation (i.e., September 30th cut-off date); average starting salary continues to outperform that for business students nationally, and more than 70% of UBP students obtain an immersive study abroad experience prior to graduation).

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1 U.S. News & World Report and Bloomberg BusinessWeek
2 Source: National Association of Colleges and Employers (NACE) College Salary Survey Report
4 Source: NC Department of Commerce, Labor and Economic Analysis Division
Areas of Distinction
University of North Carolina at Charlotte

Area 1: Data Science Initiative

An outcome of the digital revolution is that managing and extracting information from a wide range of structured and unstructured information ("big data") is a significant and growing focus of investment and organizational design. The Charlotte region is deep in business sectors reliant on big data, particularly finance, retail, energy, and healthcare. Since establishing its first programs in computing and information technology, UNC Charlotte has grown to become a major supplier of well-prepared graduates. More recently, we have created programs that focus on informatics and data analytics though our Data Science Initiative. Our Institutional Plan for 2016-2021 identifies the Data Science Initiative as a major focus for the next five years. We plan to continue to expand our programming and deepen our research commitment to data science to achieve national distinction. The three pillars of the Data Science Initiative are talent production, research, and executive education. We will establish metrics, baseline measures, and targets that capture these programmatic areas.

Metrics:

Because of the demand for Data Science graduates at all levels,

- We will expand our instructional offerings. UNC Charlotte currently offers two master’s programs and two certificates as part of the Data Science Initiative. Within the next five years, we will add undergraduate and doctoral programs.
- We will increase the number of graduates from our existing programs. Both current master’s degrees are relatively new but are each graduating over 20 students/year. Our goal is to double the number of graduates in the Data Science in Business Analytics program and to increase the number of graduates in the Health Informatics and Analytics program by 50%.

To ensure that our programs are advancing the field, we will seek to increase research through extramural funding in Data Science Initiative programs. Research awards since the inception of the program in 2012 have totaled $9.49M. We will seek new awards to increase grant and contract expenditures by $500k-$1M/year as we grow the program.

The third area of the Data Science Initiative is executive education. We have designed and delivered custom programs for 12 organizations and engaged 140 participants in open enrollment programs. We will seek to grow the participation in these programs to 250/year over the next five years. In addition to specialized executive programming, we have also established the annual Frontiers of Analytics Conference, attracting approximately 1,000 professionals to programs over a three-day period. We will continue this Conference to provide access to professionals throughout the region to state-of-the art information about data science and analytics.
Area 2: Community Engagement

UNC Charlotte is one of thirty-nine public research institutions that have been identified both by the Carnegie Foundation as a Community Engaged University and by the APLU as an Innovation and Economic Prosperity University. Our Institutional Plan for 2016-21 calls for us to continue to deepen our connections to the community. Through our commitment to Campus Compact, we are formalizing a Civic Action Plan to guide our role in the Charlotte community. We are planning this work cognizant of the needs expressed in the work of the Charlotte-Mecklenburg Opportunity Task Force to increase economic mobility. Among the fundamental strategies outlined in the Task Force report are the need to address early childhood education and career and college readiness. These are areas in which the university can have direct impact through academic programs preparing teachers, teacher professional development, and other collaborations with both the Charlotte Mecklenburg Schools and non-profit agencies such as Communities in Schools. The university also supports the Opportunity Task Force work through research on many relevant topics including housing, transportation, criminal justice and mental health.

Metrics:

We will seek recognition of the institution as well as individual faculty, students and staff though local and national awards including,

- The W.K. Kellogg Foundation Community Engagement Award from APLU.
- The Innovation and Economic Prosperity University program for awards for “Talent, Innovations, Place or Connections.”
- Board of Governors awards for Public Service, as well as other local and national awards to individuals such as Leadership Charlotte and the Thomas Ehrlich Civically Engaged Faculty award.
- Newman Fellows awarded by Campus Compact to students.

We will achieve these recognitions as a result of community-engaged work that includes research, education, and service defined in our strategic plan and our Civic Engagement Plan. For example,

- We will support community needs, particularly in education and health and human services. We will,
  - Maintain our leadership as one of the state’s largest sources of K-12 teacher licensure candidates, including those in high need areas, by establishing the first Early College for Teachers.
  - Maintain leadership in research and graduate education in Special Education, a high need area. The Department of Special Education ranks in the top three nationally in production of Ph.D. degrees and has annual extramural support in excess of $3M.
  - Strengthen the health and human services sector through graduate education and research in public health by achieving accreditation for a School of Public Health and by increasing extramural support for research in health by successive annual increases of 5%.
  - Establish the University City Family Zone to broadly engage the community surrounding the University in research and service to improve health and educational outcomes.
• We will increase the presence of undergraduates community-engaged activities through service learning, community based research, volunteerism, and non-profit internships. Over five years, we will
  o Grow the Civic Minor in Urban Youth and communities from 88 students to 100.
  o Increase the participation in the Charlotte Community Scholars Program from 20 to 25.
  o Increase registration in service learning designated courses from 216 students to 250.
  o Grow the cohort size of the Bonner Leaders Program from 11 to 20.
  o Track and grow undergraduate volunteer hours. Undergraduates recorded 48,255 hours of service in 2016-17. We will seek to increase this by 10%. 
Areas of Distinction
The University of North Carolina at Greensboro

Area 1: Health and Wellness

UNC Greensboro has numerous outstanding academic and research programs focused on health and wellness. These programs span undergraduate and graduate levels and are located primarily in the School of Health and Human Sciences (Communication Sciences and Disorders, Community and Therapeutic Recreation, Human Development and Family Studies, Kinesiology, Nutrition, Public Health Education, Peace and Conflict Studies, Social Work, Genetic Counseling and Gerontology); the School of Nursing; the College of Arts and Sciences (Biology, Chemistry, Medicinal Biochemistry and Psychology) and the School of Education. Some programs garner impressive national rankings (e.g., Human Development and Family Studies graduate program ranked 5th in the nation**, Counseling and Educational Development ranked 4th **, Speech-Language Pathology graduate program ranked 30th****, and Kinesiology ranked 21st*****). Faculty win prestigious awards and honors and they also generate significant funding from major agencies and other funding entities. Graduates from these programs are sought after to respond to the high demand for health related professionals.

The new UNC Greensboro strategic plan includes health and wellness as an area of focus. In addition, UNC Greensboro is proposing a new millennial district—Health and Wellness Across the Lifespan— at the May Board of Governors meeting. This district will build upon already existing partnerships with health organizations and agencies to encourage entrepreneurial initiatives. The Leonard J. Kaplan Center for Wellness, a 216,000-square foot wellness facility, will anchor the millennial district.

Metrics:

We will assess our progress by examining metrics in two key areas:

(1) Academic distinction as demonstrated by external funding

By FY 2018, UNC Greensboro will increase total health and wellness-related external research funding by 10% ($1,322,652) over the three-year average of funding received in fiscal years 2015, 2016, and 2017 ($13,226,523). For each year beyond FY 2018, the average of external funding in the three most recent years will serve as the base upon which successive targeted annual increases of 10% will be calculated.

(2) Academic distinction as measured by external recognition via recognized awards and rankings

   a. By FY 2022, UNC Greensboro will increase the number of Nursing faculty receiving prestigious academic/scholarly recognition by the profession (e.g., Academy of Nursing, National League of Nursing, and specialty societies) by 25% (from 11 recognitions to 14 recognitions and from 9 to 12 people).
   
   b. By FY 2022, UNC Greensboro School of Nursing will increase the NCLEX pass rate from 88% (FY 2016) to 95%.
   
   c. UNC Greensboro’s Ph.D. program in Kinesiology will increase its ranking by the National Academy of Kinesiology from 21st in the nation to 16th by 2022.
d. UNC Greensboro’s M.A. in Speech Language Pathology will increase its ranking by *U.S. News and World Report* from 30th in the country to 25th by 2022.

**Area 2: Visual and Performing Arts**

The University has the largest College of Visual and Performing Arts in North Carolina along with the Weatherspoon Art Museum which has been referred to in the National Press as a “hidden gem.” Programs within the College (Art, Dance, Music, Theater and Arts Administration) receive national accolades and produce highly successful graduates. The American Association of Museums Accredited Weatherspoon Museum houses over 6,000 works representing all major art movements from the beginning of the 20th century to the present. The Museum lends work to major institutions in this country and abroad.

The Arts are an area of focus under the Vibrant Communities theme in the new UNC Greensboro strategic plan. A new Visual and Performing Arts Millennial District is also being proposed in May to enhance partnerships with the community. With more than 100 talented faculty and 1500 plus students and excellent facilities, UNC Greensboro is a vibrant community of artists producing more than 350 performances, exhibits, lectures and events.

**Metrics:**

*We will assess our progress by examining metrics in two key areas:*

1. **Post-completion placement of graduates**
   
a. By spring semester 2018, UNC Greensboro College of Visual and Performing Arts will increase the higher education targeted placement of terminal-degree MFA, Ph.D. and DMA graduates from the Schools of Art, Dance, Music, and Theater by 10% (1) over the three-year average targeted placements for 2014, 2015, and 2016 (14.3). Targeted placement is defined as holding a faculty appointment at a major college/university. For each year beyond 2018, the average targeted placements in the three most recent years will serve as a base upon which successive targeted placement increases of 10% will be calculated.

   b. By spring semester 2018, UNC Greensboro College of Visual and Performing Arts will increase the professional employment targeted placement of terminal-degree MFA, Ph.D. and DMA graduates from the Schools of Art, Dance, Music, and Theater by 10% (1) over the three-year average targeted placements for 2014, 2015, and 2016 (14.6). Targeted placement is defined as holding a performing/visual arts role in a major city/regional market. For each year beyond 2018, the average targeted placements in the three most recent years will serve as a base upon which successive targeted placement increases of 10% will be calculated.

2. **Museum attendance and collection size**
   
a. By FY 2020, annual attendance at the Weatherspoon Art Museum will increase from 39,318 (FY 2016) to 42,000.

   b. By FY 2020, the number of artworks in the Weatherspoon collection will increase from 6,066 (FY 2016) to 6,400.
Areas of Distinction
University of North Carolina at Pembroke

According to the “Mission of the University,” UNC Pembroke serves a distinctly diverse student body that prepares students for rewarding careers, postgraduate education, leadership roles, and fulfilling lives. The first of our core values is a commitment to serving the local region. In that vein, UNCP’s two areas of distinction fall under the umbrella of Regional Engagement. The first area will focus on Regional Health as it relates to nursing, counseling, and athletic training. The second area will focus on the School of Business.

Of the estimated 134,000 people living in Robeson County, just over 30 percent live below the poverty line, nearly 20 percent under the age of 65 do not have health care, and nearly 13 percent under the age of 65 are disabled. The lack of adequate health care and economic development in rural areas is well-documented, and the latest draft of the state legislature’s budget earmarks $100,000 to study the healthcare needs in this region. UNCP’s commitment to addressing those needs is manifested in our historic emphasis on rural and regional engagement.

Area 1: Regional Health

Nursing
The nursing department’s NCLEX pass rate is around 90 percent, and approximately 80 percent of our nursing graduates get jobs in UNCP’s nine-county service region. Our goal is to increase the NCLEX pass rate to 95 percent and increase the number of nursing graduates working in this service region to 90 percent. According to a study from the Cecil B. Sheps Center for Health Systems Research, most nurses in North Carolina are clustered in urban areas while rural areas in the state suffer from a shortage of qualified nurses. Increasing the number of UNCP graduates working in this region will help alleviate this shortage.

Counseling
UNCP offers two graduate degree programs in counseling—Clinical Mental Health Counseling and Professional School Counseling. Plans to establish a CACREP accredited doctoral program in Counselor Education and Supervision by 2019, and postgraduate online certificate programs in Advance School Counseling for Postsecondary Success and Addictions Counseling are currently underway. Key metrics are listed below.

Key Metrics:
Academic distinction as demonstrated by pass rate for the National Counselor Examination: The pass rate for UNCP students has increased from 76 percent in 2014 to 91 percent in 2016. We have set a goal of a 97 percent pass rate as one metric for measuring the success of our counseling programs.

Academic distinction as demonstrated by faculty members holding office in state, national, and international organizations: By FY 2018, the Counseling Programs will increase the number of full-time

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faculty holding offices in state, national, and international organizations to 90 percent. These positions may include those held on executive councils, governing councils, committees, and taskforces.

Academic distinction as demonstrated by scholarly output in peer-reviewed and non-peer reviewed outlets: By FY 2018, the Counseling Programs will increase the number of scholarly publications and presentations related to the counseling profession and field by 10 percent. Outlets may include journals, media (to include newspaper, magazine, TV, radio), conferences, convening, and other meetings.

Academic distinction as demonstrated by mentorships that result in conference presentations and co-authored articles published with current students and alumni: By FY 2018, the Counseling Programs will increase the number of mentorships that result in scholarly output with students and alumni by 10 percent.

Academic distinction as demonstrated by the external funding: By FY 2018, the Counseling Programs will increase external research funding by 5 percent over the three-year average of funding received in fiscal years 2015, 2016, and 2017.

**Athletic Training Program**
The athletic training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). CAATE requires accredited programs to maintain a three-year aggregate first-time pass rate on the Board of Certification (BOC) examination of 70 percent or higher. According to the CAATE website, the national average for 2015-2016 is 83 percent. As of August 2017, the UNCP three-year aggregate pass rate will be 100 percent (36 percent increase). Our goal is to maintain a first-time pass rate above the national average.

One of the primary distinguishing features of the UNC Pembroke program is that students are exposed to rural healthcare and a distinctly diverse population of patients. Exposure to the racial diversity and high levels of poverty in the local region uniquely prepares students at UNC Pembroke to work with a diverse range of patients. According to a 2015 study of availability of licensed athletic trainers in North Carolina, three of the five counties that border Robeson County did not employ a single licensed athletic trainer. Hoke County High School hired a UNCP graduate in August 2016, but Bladen and Columbus counties still do not have any licensed athletic trainers. UNCP will seek to add clinical sites in at least two new counties in our region (Hoke, Cumberland).

The Athletic Training Program is currently the most ethnically and racially diverse of the UNC schools that offer degrees in athletic training. It is also significantly above the national average for ethnic and racial diversity. As we transition to the MSAT degree, the focus will remain on recruiting minority students to help improve the diversity of the field of athletic training. (Currently 86 percent of athletic trainers are white.) UNCP will be maintain ethnic and racial diversity percentages above the national average. In addition, with the implementation of the Athletic Training Common Application System (ATCAS) for the master's degree, the program will reach a population of students we are not currently reaching. Currently 100 percent of the students enrolled in the AT program are from North Carolina. The goal is to increase the geographic diversity of our students to at least 10 percent.
<table>
<thead>
<tr>
<th>Race</th>
<th>UNC Pembroke</th>
<th>National Average</th>
<th>UNC System Average</th>
<th>NC Private Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>12%</td>
<td>0.5%</td>
<td>0.35%</td>
<td>0%</td>
</tr>
<tr>
<td>Asian</td>
<td>4%</td>
<td>2.37%</td>
<td>2.79%</td>
<td>0.69%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>40%</td>
<td>7.39%</td>
<td>9.06%</td>
<td>13.79%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0%</td>
<td>0.38%</td>
<td>0.35%</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>4%</td>
<td>4.19%</td>
<td>0.7%</td>
<td>2.07%</td>
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<tr>
<td>Unknown</td>
<td>0%</td>
<td>3.27%</td>
<td>0%</td>
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<tr>
<td>White</td>
<td>40%</td>
<td>81.89%</td>
<td>86.76%</td>
<td>83.45%</td>
</tr>
</tbody>
</table>

*Data from the CAATE (2015 academic year)*

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Area 2: Regional Economic Development

UNCP's School of Business is poised for tremendous growth with the prospect of a new $30-40 million state-of-the-art facility, a collaboration between our MBA program and Academic Partnerships, and the continued growth in the Thomas Family Center for Entrepreneurship and Entrepreneurship Incubator (EI). Our online MBA program currently has 83 students enrolled. The program will grow to 250 students by 2019 and to 500 students by 2022. The Entrepreneurship Incubator embraces the diversity of the region and provides resources and expertise for small to mid-sized start-up companies. The EI opened in December 2015 and currently houses nine businesses. Businesses in the EI have created 45 jobs for our region this year alone. The EI has attracted more than 3,000 people to conferences, events, and seminars during the last twelve months. Most of the jobs created are in the area of home healthcare, which dovetails nicely with UNCP's existing emphasis on regional health. We propose that 20-25 fulltime jobs will be created annually by the businesses located in the EI, and three businesses will relocate from the Incubator to a permanent facility outside the EI. Cumulative attendance at conferences, seminars, and meetings sponsored by UNCP at the EI will exceed 3,000 people each year. Payrolls for companies in the Incubator will increase annually by five percent and internships for students will exceed ten per year.
Areas of Distinction
UNC Wilmington

Area 1: Excellent and Diverse Institutions

Initiative: UNCW and the Marine Sciences

UNCW, the state’s coastal university, provides unique opportunities and has a responsibility to the state to address coastal and marine issues. Marine sciences have been broadly integrated and now span eleven departments and centers. The first graduate and doctoral degrees offered at UNCW were in Marine Biology. Leveraging federal, state, local, and private funding, UNCW supports coastal facilities that serve to enhance research, education, and engagement:

- Center for Marine Science, providing broad academic and engagement support including a field operations building (fleets, buoy, ROV, diving, instrumentation, etc.);
- Shellfish research hatchery;
- Finfish aquaculture facility; and
- MarBioNC center assisting translational commercialization.

Strategically, UNCW promotes economic development, maintains an internationally respected research program, and supports excellence in marine science education, including K-12 outreach. Examples include:

- Supporting economic development, including the shellfish aquaculture industry and identifying and aiding in commercialization of marine-based products;
- Enhancing education, including the largest number of marine science graduates in the state and new degree programs such as the UNCW/ECU joint PhD in Coastal and Marine Science;
- International prominence in selected research areas and research targeting North Carolina needs;
- Expanding international partnerships that bring expertise to the region and provide students with critical perspectives;
- Marine Quest youth programs; and
- Assisting on coastal policy issues.

Metrics:
- Number and funding level of research grants;
- Number of scholarly publications and presentations;
- Number of interactions with fisheries and other coastal industry personnel as well as with local, state, and federal management agencies;
- Number of degrees awarded in Marine Science degree programs (e.g. Marine Biology, Marine Science, Geosciences; marine related options within traditional discipline areas);
- Number of internships, directed independent study and honors students;
- Number of international partnerships in marine science area; and
- Number of K-12 students engaged in marine and environmental education through Marine Quest program

**Targets**
- A five percent per year increase in the number of grants submitted;
- A five percent per year increase in grants awarded;
- A three percent increase per year in scholarly presentations and publications;
- A three percent per year increase in interactions with fisheries and other coastal industry personnel;
- A three percent per year increase in degrees awarded in Marine Science degree programs;
- A five percent increase in number of internships, directed independent study and/or Honors students;
- At least one new international partner in the Marine Science area per year over the next five years; and
- A two percent increase in the number of K-12 students engaged in Marine Science area, either through Marine Quest Youth Programs or through faculty outreach to K-12 institutions.

**Area 1: Economic Impact/Community Engagement**

**Initiative:** New academic programs that play to our strengths and serve the needs of the region and state

Universities are pivotal to regional economies, through direct impacts (e.g., institutional, employee, and student spending) and indirect impacts (e.g., increased earnings of graduates). Each element in the “three-legged stool” (teaching/research/service) contributes to economic vitality. UNC Wilmington (UNCW) is transformative to the southeastern NC regional economy and beyond, perhaps most distinctively through the intentional and repeated creation and development of programs directly aligned with regional economic needs.

For example, the clinical research program was created at the request of PPD (headquartered in Wilmington), while the NC Coast Clinical Research Initiative has convened and expanded the entire regional CRO cluster. Other examples (see links for more) include:

- Internationally recognized interdisciplinary excellence in marine sciences/biotechnology, reflecting our coastal location, contributing to discovery of products from marine compounds, and enhancing aquaculture;
- MPA program, focused on coastal development;
- Film studies, working closely with EUE Screen Gems, the largest studio outside of California;
- RN to BSN online, created to meet the workforce needs of the health care sector;
- Supporting K-12 education and the arts;
- Serving the military, a sector with a $65 billion impact in NC; and
- Strengthening the non-profit sector, through Quality Enhancement for Nonprofit Organizations and Feast Down East.
Metrics and Targets

- Completions in “critical workforce” programs (STEM, health sciences, Educator Preparation)
  - Increase from 1,567, in 2015-16, to at least 2,000, by 2020-21
- Completions in other selected programs developed to meet regional/state needs (marine sciences, clinical research, film studies, and public administration)
- Numbers of new degrees approved and implemented in response to demonstrated needs of the region/state.
  - At least one new program approved and one implemented each year
- Enrollments of military-affiliated students
  - Increase from 1,462, in 2015-16, to at least 2,000, by 2020-21
Areas of Distinction
University of North Carolina School of the Arts

Area 1:

The UNC School of the Arts School of Filmmaking is ranked among the best film schools in the country by the Hollywood Reporter. UNCSA is in the process of expanding and enhancing initiatives in the fields of virtual reality, augmented reality, gaming, and immersive entertainment. These items all featured prominently in the UNCSA School of Filmmaking Hollywood Reporter ranking in 2016. UNCSA identifies filmmaking as an area of distinction, and strives to advance its national ranking in the Hollywood Reporter (metric) from 14th in 2016 to top 10 (target) by 2022.

Area 2:

UNC School of the Arts operates a rigorous high school as a function of its overall operations. The high school program enrolls approximately 270 students (200 from North Carolina, 70 from other U.S. states and internationally) and grants the North Carolina high school diploma. Graduates of the high school program demonstrate both artistic and academic success. In 2016, 139 high school students (52%) took 257 total Advanced Placement (AP) exams, with an average score of 3.8. This compares to the State average of 2.75 and the national average of 2.85. For the past three academic years (FY14 – FY16) UNCSA has enrolled an average of 268 high school students, with an average of 52.43% of students taking an AP exam. UNCSA identifies the high school as an area of distinction, and strives to increase access to AP courses which help prepare students for rigorous college and career opportunities. UNCSA strives to increase student participation in AP exams from 52.43% (metric) in 2016 to 55% (target) of student enrollment by 2022.
Areas of Distinction
Western Carolina University

Area 1: Cultural and Environmental Immersion

Description:

Connecting learning opportunities across the curriculum to WCU’s unique environmental and cultural resources.

Exemplar Programs:

Natural Resource Management, Environmental Science, Parks and Recreation Management, Environmental Biology, Forensic Science, Forensic Anthropology, Cherokee Studies, Highlands Biological Station, Mosquito Labs, Mountain Heritage Center.

Goal:

Expand opportunities to engage students directly with the natural landscape and cultural heritage of the campus community and the Southern Appalachian region.

Strategic Relevance:

2020 Strategic Direction Goal 2.3

Metrics (Outcomes):

Undergraduate residential students are introduced to the richness of the local community.

Aspirant Metrics (4-5 Years):

All WCU undergraduate residential students are exposed to programs emphasizing the natural and cultural landscape.

Description of “Distinction” in this area:

WCU is located in a particularly biodiverse and topographically unique area that is also underdeveloped, providing natural environments for study of multiple subjects as well as access to unique cultures such as the Eastern Band of Cherokee Indians and native Appalachian culture.

Specific Criteria for Demonstrating “Distinction”:

Exposure of students to Appalachian history and culture issues (i.e. health, educational, economic and infrastructure challenges).

Regional or National Distinction:

National.
**Responsible Office:**

Provost’s Office with the colleges

**Timelines:**

Ongoing

**Area 2: Service and Outreach**

**Description:**

Learning through field-based service through reciprocal relationships with regional partners in order to prepare students to analyze and solve challenges in communities and in the world.

**Exemplar Programs:**

Healthcare clinics, nursing in-home geriatric care, farm-to-school program, annual tourism report, alternative spring break, Public Policy Institute, Local Government Training Program, Center for Service Learning, Emergency Medical Care Program.

**Goal:**

Increase number of and participation in service opportunities and community partnerships.

**Strategic Relevance:**

2020 Strategic Direction Goals: 1.1; 1.2; 1.3; 2.1; 2.2; 3.1; 3.2; 3.3

**Metrics (Outcomes):**

Number of hours our students spend in the community/region.

**Aspirant Metrics (4-5 Years):**

Community engagement is a core WCU practice with rubrics to guide consistent expectations; measure participation; and assess graduate and undergraduate student outcomes. Continue to increase the number of Service Learning Course designations across campus; Continue recognition as a Carnegie Engaged Institution and by the Washington Center for Higher Education Civic Engagement; Achieve American Association of State Colleges and Universities' Excellence and Innovation in Civic Learning and Community Engagement; Apply for the W.K. Kellogg Foundation Community Engagement Scholarship Awards and C. Peter Magrath Community Engagement Scholarship Award.

**Description of “Distinction” in this area:**

Service and outreach deepen student connections to curriculum and coursework, and provide a framework for students to understand their potential for impact within the professional realm. WCU has
active, strong partnerships with local governments, schools, healthcare agencies, non-profits and businesses through which students provide much-needed resources to the region.

**Specific Criteria for Demonstrating “Distinction”:**

Use Design, Examine & Articulate Learning (DEAL) model for Service Learning to frame Service Learning experiences.

**Regional or National Distinction:**

Regional.

**Responsible Office:**

Center for Service Learning, Public Policy Institute; Academic departments.

**Timelines:**

Ongoing.

**Area 3: Experience-Based Learning**

**Description:**

Providing opportunities for students to earn real-world experience in their field of choice including internships, externships, undergraduate and graduate research, project-based learning and capstone experiences.

**Exemplar Programs:**

Undergraduate research, project-based curriculum, pre-professional tracks, Center for Career and Professional Development.

**Goal:**

Increase participation in research, deliver project-based learning in at least 50 percent of upper-level courses, and increase participation in off-campus and on-campus internships.

**Strategic Relevance:**

2020 Strategic Direction Goals: 1.1; 1.2; 1.3; 2.1; 2.2; 3.1; 3.2; 3.3

**Metrics (Outcomes):**

Develop WCU specific definitions, exemplars, and measures to share with campus stakeholders and beyond.
Aspirant Metrics (4-5 Years):

Experiential learning is a core WCU practice. 85% of our students at WCU will participate in internships, project-based learning, externships, undergraduate research, graduate research or capstone experiences, which are all included in Association of American Colleges & Universities’ High Impact Practices. Undergraduate research activities will be monitored and 75% of applications submitted to the National Conference on Undergraduate Research will be accepted.

Description of “Distinction” in this area:

Across programs, WCU focuses on delivering experiences that will prepare students for careers after college.

Specific Criteria for Demonstrating “Distinction”:

Greater participation in the Council on Undergraduate Research at institutional level; Receive Council on Undergraduate Research award (e.g., Council on Undergraduate Research Award for Undergraduate Research Accomplishments); Federal Undergraduate Research grant(s)/award(s) for institution; Host National Conferences on Undergraduate Research and/or NCAA Southern Conference/University of North Carolina system conference. Quality Enhancement Plan activities and outcomes.

Regional or National Distinction:

Regional.

Responsible Office:

Academic departments; Center for Career and Professional Development; Undergraduate Research.

Timelines:

Ongoing.
Areas of Distinction
Winston-Salem State University

The current Strategic Plan at Winston-Salem State University (WSSU) is rooted in the principle of equity as the university serves a disproportionately high number of minority and low income students. The plan recognizes that the cumulative disadvantages resulting from historical race and class inequities converge to limit not only access to higher education but also to the opportunities afforded and to the ability to persist once in college. Embracing equity means allocating the resources to students that are needed to bridge gaps between them and their ability to engage their education. This Strategic Plan promotes equity intentionally and comprehensively.

The Strategic Plan for WSSU has two broad areas of focus which will distinguish the university.

- First, the plan is designed to advance a focus on the liberal arts to a more comprehensive liberal education approach. Liberal education is characterized by using curricular and co-curricular activities to build knowledge and strengthen intellectual and interpersonal skills. The plan argues that these skills are essential for success in the 21st Century global marketplace.
- Second, the plan endeavors to build upon the success of our graduate and professional programs through key investments in signature areas. Among the focus will be the pervasive integration of technology throughout graduate and professional programs, advantaging the historical focus on health equity, and infusing community projects across the curriculum.

Area 1: Signature Liberal Education Experience

In 2022, Winston-Salem State University (WSSU) will be branded as an institution offering high quality undergraduate programs grounded in the philosophy of Liberal Education. Graduates will be armed with the intellectual flexibility needed to respond to the workforce demands of the region, state and nation.

WSSU student will encounter dynamic and engaging classroom experiences designed to encourage critical, independent thinking. Faculty members will be equity-minded as they mentor students through their intellectual journey.

As students move between general education and the major, they will be challenged to strengthen analytic, writing, and problem-solving skills. Academic programs will have a diverse set of course offerings, including seminars and special topic courses. Collaboration and teamwork will drive the academic endeavor, and all students will be required to confront difficult societal issues such as diversity, sustainability and justice in all forms.

The WSSU experience will provide opportunities for students to cultivate global awareness through multiple and overlapping curricular and co-curricular avenues. Every student will experience a significant undergraduate research experience, internship, study away opportunity, or experiential learning engagement. The WSSU experience will exhibit a tapestry of seminars, colloquia, lectures, symposia, and public programs designed to stimulate students and engage faculty in interesting, thought-provoking, and challenging issues.

Campus life at the university will be lively and exciting with classroom experiences extending to the residence halls and across the campus community. Students will encounter living-learning communities
guided by creative collaborations between faculty and staff. Student activities programming will be designed to foster leadership development and to hone academic skills. An invigorating campus atmosphere will be present seven days a week, including a dynamic commuter-friendly environment which supports a vibrant campus life.

A. Institutional Learning Outcomes that emphasize the WSSU Essential Skills will be evident across all courses in both general education and majors.

Metric:
- Each undergraduate course across the curriculum will have at least one student learning outcome that clearly reflects the development of an essential skill.

Target:
- By 2022, all courses are identified with one essential skill learning outcome.

B. Engaged and high impact practices will be evident across the undergraduate curriculum.

Metrics:
- Undergraduate students will experience a significant undergraduate research experience, internship, study away opportunity, or experiential learning engagement.
- Each degree program will have Senior Capstone Experiences (i.e., internship, research project).
- An honors track will be available within each undergraduate major.

Target:
- By 2022, 50% of graduates of undergraduate programs will have experienced at least one significant high impact practice to include undergraduate research, internship, study away, senior capstone or honors.

C. Co-curricular engagement focused on developing essential skills will be evident across the educational experience and for all undergraduate populations.

Metrics:
- Weekend residential programs will develop essential skills
- All student organizations, activities, and groups (i.e., athletics, band choir, honors) develop essential skills and leadership skills that can be articulated by students.
- Living and learning communities are structured to develop at least one of the essentials skills to complement the interest/learning area.
- Opportunities to engage high impact practices into the co-curricular experience are evident across the campus.

Target:
- By 2022, 50% of graduates of undergraduate programs will identify activities outside the classroom that helped them develop essential skills.
Area 2: Signature Graduate and Professional Programs Grounded in Social Justice which Produces Equity Minded Practitioners

Graduate programs in the School of Health Sciences (SOHS) at WSSU are highly regarded, attract large numbers of applicants, and produce graduates who successfully complete licensure and gain employment. This strength provides a springboard for expansion and collaboration with graduate programs in the College of Arts, Sciences, Business and Education (CASBE), for increased ethnic diversity in graduate programs, and for expansion into international markets. Ethnic diversity will be increased through innovative program offerings that facilitate early entry of students in graduate education. Given the expansion of technology in the health care environment and the requirement for graduates of the twenty-first century to have interdisciplinary and flexible skills and abilities, we will prepare students for careers that span disciplines, such as health informatics, and offer dual degree programs.

All graduate and professional programs will provide signature academic experiences. Noted for its unique focus on social justice, WSSU will infuse equity into the curriculum. Students will gain early hands-on experience in working on inter-professional teams. WSSU’s signature programs will garner national recognition for the diverse graduates produced. Guided by a scholarly and technologically savvy faculty, graduate and professional students will maximize their abilities to function in a variety of settings that use the latest technology in practice. The university will create innovative models for maximizing the educational experience of its students as future leaders who will be flexible thinkers and demonstrate cultural competence in addressing inequities. Each graduate and professional student will complete a practical experience or internship with opportunities to study abroad and study away.

WSSU will support a seamless transition of qualified undergraduate students to its graduate programs, and will use its extraordinary opportunity to offer new joint graduate programs built through the synergies of current programs in the SOHS and the CASBE. Wherever possible, online graduate education will be expanded to international markets. Scholarship options will be available to support our students.

Graduates of these programs will be prepared to offer cutting edge healthcare services answering the demands of the healthcare leaders in the region, nation and beyond.

A. Transformative academic experiences for all graduate and professional programs will be offered.

Metrics:
- Innovative uses of advanced technologies to enhance learning will be evident in each graduate program.
- Experiential learning will be evident across the curriculum.

Target:
- By 2022, each graduate program will show at least three courses that incorporate advanced technologies and three courses that incorporate experiential learning.

B. Community engagement will be a signature aspect of graduate and professional programs.

Metric:
- Community-based collaborations and service projects will be evident across the graduate curriculum.
Target:
• By 2022, all graduate programs will show evidence that the curriculum is grounded in community-based collaborative work.

C. A diverse population of graduate students will be recruited, retained and graduated.

Metric:
• A graduate student body that reflects the citizens of North Carolina will be recruited; retained through academic and financial support; and graduated to the workforce needs of the state.

Target:
• By 2022, graduate programs will meet targets for underrepresented minorities, low income and rural enrollments and graduates.