Strategic Enrollment Management Task Force

Recommendations for Campus-wide Discussion
November 1, 2008

The Strategic Enrollment Management Task Force was challenged to recommend a plan that will direct East Carolina University’s efforts in enrollment planning and student success. The recommendations are multi-phased: some are in progress; others may be achieved within an academic year; and others, requiring a significant change in current practices and policies, will require two to five years for full implementation.

These recommendations are being presented to the university community for discussion, refinement, modification, approval, and implementation as determined by the appropriate university constituencies.

The Task Force has made a deliberate effort to ensure that the recommendations are consistent with ECU Tomorrow, UNC Tomorrow, the Engaged University Carnegie Classification, SACS accreditation, and the expectations of a graduate research university. While impossible to crosswalk all recommendations to each of the above documents, the Task Force members were also directly involved in creation of the reports and recommendations relevant to the initiatives noted above.

Members of the broad, multi-disciplinary Task Force are:
Kemal Atkins, Student Affairs
Clint Bailey, Marketing
Judi Bailey, Chair, Enrollment Management
Dee Bowling, Student Financial Services
Anthony Britt, Admissions
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Kimberly Baker-Flowers, Diversity
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Jayne Geissler, Academic Advising Center
Paul Gemperline, Research and Graduate Studies
Andrew Griffin, SGA President
Anne Jenkins, Financial Services
Rob Lange, Admissions
Chris Locklear, Education Enrollment Management
Carol Mabe, Board of Trustees
Claudia McCann, IPRE
Susan McGhee, Health and Human Performance
Hunt McKinnon, Interior Design and Secretary of the Faculty
Rick Niswander, Business
Deidre Nixon, Student
Julie Poorman, Financial Aid
Tyler Richardson, Student
Lynn Roeder, Dean of Students
Clayton Sessoms, DE & Continuing Studies
Wendy Sharer, English
Karen Smith, First Year Center
Mark Taggart, Music and former Chair of the Faculty
Jan Tovey, English and Chair of the Faculty
Marianna Walker, Health Sciences and Vice Chair of the Faculty
ECU TOMORROW VISION

KEY ISSUES RELATED TO ENROLLMENT

Strategic Enrollment Management Task Force

Immediate
Short-term Recommendations 12-24 Months

LONG – TERM 24+ Months

Strategic Plan

STRATEGIES
ACCOUNTABILITY
TIMING

Achieving Vision of ECU Tomorrow

UNC Tomorrow
SACS Accreditation
Engaged University
Graduate Research University

Special Topic Subgroups
Overarching Values:

The Strategic Enrollment Management Task Force (SEMTF) was comprised of a broad range of constituencies from across the University. The Task Force came together with a commitment to learn from one another, embrace new ideas, challenge old and new ways of working and, above all, put the future of the University ahead of any personal or constituency agenda. That commitment led to a vigorous, exciting, and informed debate. From that debate has emerged a set of overarching values which guide the Task Force recommendations and the implementation strategy of the university.

Properly done, strategic enrollment management (SEM) touches virtually all parts of the University – faculty, staff and students; academic programs; student life; admissions; orientation; first year experience programs; academic policies, and programmatic support services designed to assist students in achieving their academic goals. Every action taken at the university, from grounds maintenance to graduate school admissions procedures, has an impact on student enrollment and student success. All of us play a critical role in enrollment management. The SEMTF is responsible for recommending those strategic initiatives that will build upon ECU’s reputation as a university of choice.

SEM also involves a balancing of competing interests and qualities; e.g., quality/quantity, undergraduate/graduate enrollment, off/on campus, rigor/retention, satisfactory academic standing/academic major requirements, admission of incoming freshmen/transfer students, and much more. As a result, ongoing SEM discussions and decisions must take place using an open, collaborative, and shared process. There must be frequent communications within and between all constituencies. While participants will come to the table with a predetermined background and outlook, they must quickly and easily be able to embrace a broader vision and “University view.” Participants must clearly and strongly think and act with a mindset of working towards a solution that is in the best interests of the organization, taken as a whole.

In large part because thoughtful SEM involves making choices, our recommendations must focus on our ability to make and execute the strategic decisions that supports ECU’s commitment to providing a quality university experience to many people, and understanding that those same decisions do not allow us to be all things to all people.

SEM also requires that ECU squarely face the tradeoffs and make decisions through informed thought and action, rather than deciding through inaction. This process is also not without risk, but the benefits are far greater than the risks.

SEM is a process. It is iterative. Today’s plan is not the same as tomorrow’s, neither is it rigid. Today’s plan will not be perfect the first (or second or third) time. We must be flexible and approach the process as one in which we need to demonstrate continuous improvement.

*Finally, the SEM process must be driven by hope in the future, not by fear of tomorrow.*
In Fall 2007, ECU submitted required enrollment projections through 2017 to UNC General Administration. The university based its projection on the combined demographic and historic enrollment data provided by General Administration.

<table>
<thead>
<tr>
<th>ECU Enrollment</th>
<th>2017 Projection</th>
<th>Census 2008</th>
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<tbody>
<tr>
<td>Undergraduates</td>
<td>26,082</td>
<td>20,882</td>
</tr>
<tr>
<td>Masters/Doctoral</td>
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ECU’s Fall 2008 census enrollment of 27,703 exceeds the projected Fall 2008 enrollment by 1,052 students. Further, our incoming freshman class of 4,516 exceeds our projection for first time/full time students of 4,510 in 2012.

The challenge of the Task Force is to determine a recommended enrollment growth process that is consistent with ECU’s mission and the quality educational experience we desire for our students. The Task Force is purposefully not providing specific enrollment targets because that decision must be informed by data and by faculty and programs.

The Task Force has identified the most critical issues facing the institution and has built a series of recommendations to address those issues.

Most Critical Issues Impacting Strategic Enrollment Management:

- Defining and Embracing our Access Mission
- Improving Student Retention and Graduation
- Determining Effective Academic Program Mix
- Providing Optimal Infrastructure

These critical issues are inter-related and a recommended solution for one issue will affect a recommendation in another area. Therefore, the recommendations need to be considered in the context of the whole and, as adopted, be implemented with an understanding of the impact one will have on the implementation of others.

Throughout the recommendations in the document the word “we” is often used. In this context, the word “we” refers to the University community or components thereof. The Task Force recommendations include a timeline for implementation (immediate = prior to Fall 2009; short-term = 12 to 24 months; long-term = 24 or more months).
It is vitally important to emphasize four key points.

- This document is submitted to the Board of Trustees as a roadmap – a set of directions, values, and strategies that the Task Force believes are appropriate to guide future decisions and actions. This document does not represent finalized policies that have been discussed and agreed-upon by the broad university community.

- These recommendations are being presented to the university community for discussion, refinement, modification, approval, and implementation as determined by the appropriate university constituencies.

- For each recommendation, the Task Force suggests one or more responsible parties or groups, although implementation of virtually all recommendations will require the collective effort of multiple university constituencies.

- Clearly, faculty are the primary university constituency who will be engaged in the discussion and implementation of the vast majority of these recommendations. The Faculty Senate is the representative body for the faculty and academic policy decisions will most often be primarily the purview of that body. When the Task Force designates the Faculty Senate as one of the responsible parties, it is assumed that the Senate represents the interests of the entire faculty.
ISSUE 1: Defining and Embracing our Access Mission

East Carolina University is known for its commitment to access for students throughout the state and most particularly in Eastern North Carolina. Currently, more than 60% of ECU’s students come from west of I-95 as our academic programs, reputation and outreach has expanded our reach to students throughout the state. The greatest number of students are from Pitt, Wake, Wayne, Cumberland, and Mecklenburg counties and their surrounding areas.

East Carolina University needs to adopt a common definition for access – at the moment it implies different things to different people; e.g. historically underserved; minority populations; students from eastern NC; and those who may need additional assistance in order to be academically successful in a university.

For purposes of this document, access is defined as setting reasonable admissions standards and admitting those who meet those standards.

Those academic standards will become more rigorous over time. There will always be a tension between improving the quality of the student body and sustaining our commitment to access. Academic standards are discussed in more detail in Issue 2: Improving Student Retention and Graduation.

Our definition of access has and will continue to evolve. Requiring prospective students to meet appropriate – and increasing – minimum academic standards will necessitate clear and proactive communication with our historic feeder schools and the broader community. With an increase in standards, some constituencies may believe ECU abandoned its “access mission” and, in fact, ECU may experience an initial enrollment decline in both first time full time freshmen and transfer students. The university can overcome this perception over time with a solid plan to assist potential students in meeting ECU’s admission requirements. However, there must be full commitment to maintain open lines of communication and to implement programs to facilitate student success.

GOAL: To be the leader in providing a quality university experience to students who meet reasonable admissions expectations while ensuring that students are prepared to meet those standards and to succeed academically.
RECOMMENDATIONS:

1.1 Create and implement focused pre-college programs.
[Short-term; Student Affairs and Undergraduate Admissions]
Pre-college programs assist students to become better prepared for college and are targeted at historically underserved populations. These programs will raise awareness of a student’s ability to attend college and succeed. Pre-college programs would be housed in an office committed to developing, implementing and assessing outcomes of planned experiences for target audiences.

1.2 Develop programs targeted to families of first generation college students.
[Immediate; Undergraduate Admissions and First Year Center]
Programs targeted to families of first generation college students will increase both the understanding of the possibility of a college education for their children and set clearer expectations for the families and students about the college experience.

1.3 Develop a “summer bridge” program.
[Short-term; Office of Enrollment Management and Faculty Senate]
Summer bridge programs are intended to assist students who are near the low range of academic qualifications to be successful in their freshman year. The program would include incoming freshmen taking specific courses for academic credit and intensive study skill/advising support. The program will need to be supported by private gifts to offset costs to participants with demonstrated financial need.

1.4 Continue to expand our statewide outreach through online and distance education programs.
[Short-term (and ongoing); Academic Affairs, Continuing Studies, Faculty Senate]
ECU provides considerable access to education through its comprehensive array of online and distance education degrees and courses. ECU must strategically partner with community colleges, military bases, and other appropriate outlets, as well as continuing to be an active participant in UNC Online programs. Issues and recommendations related to online and distance education are discussed in the Academic Program Mix section of this report (Issue Three: Determining Effective Academic Program Mix).

1.5 Create Community College Liaisons
[Immediate; Office of Enrollment Management]
Adapt the Wachovia Partnership East hub-and-spoke model to create a network of community college liaisons and pre-enrollment advisors to help students matriculate into their desired major.
1.6 **Increase integration and cooperation with Community Colleges, other UNC Schools, and UNC Online.**  
[Short-term (and ongoing); Academic Affairs, Office of Enrollment Management, and Continuing Studies]
An important component of student access is our relationship with the Community College system and UNC constituent universities. Access and student success will be enhanced if we improve the “handoff” of students from other institutions. The university must also comply with the directives and initiatives from General Administration and others with respect to these institutions. The Task Force recommends review of and compliance with existing articulation agreements; full implementation of Curriculum Advising Program Planning - CAPP; creating articulation agreements with additional schools and programs; increasing web content to help inform potential transfer students; identifying innovative ways to target schools, programs, and students; and ensuring our UNC Online presence is robust and the links to ECU are appropriate, active, and monitored.

1.7 **Increase students and faculty from under-represented groups.**  
[Short-term (and ongoing); Office of Institutional Diversity; Academic Affairs; Office of Enrollment Management]
A considerable proportion of expected future growth at ECU will come from under-represented groups. To proactively address the student population of the future, we must clearly understand the changing demographics of the incoming student population.

Overall, ECU’s response must clearly embrace and support culturally-responsive teaching as well as the creation of a culturally-attuned and -responsive environment that will attract and retain students and faculty of color.

The Task Force recommends the following programs and infrastructure:
- **1.7.1 Enhance tutoring, advising, and mentoring services that are well publicized and easily available.**
- **1.7.2 Create a program using upper-division students of color to mentor other students.**
- **1.7.3 Establish sufficient physical facilities to attract and support student activities and interaction.**
- **1.7.4 Increase scholarships and other financial support for students in under-represented groups.**
- **1.7.5 Create, and support initiatives to attract and retain faculty of color.**
- **1.7.6 Provide continuing education for faculty to help them effectively engage and teach a changing student body.**
- **1.7.7 Create and support programs and initiatives to purposefully seek out and attract students from under-represented groups.**
1.8 Establish a Program to Replace Student Loans
[Long-term; ECU Foundation]
Create a scholarship program intended to reduce, and eventually eliminate, student education debt by funding the financial need gap for students with an Expected Family Contribution (EFC) of “0” and a PGPA of 3.0. In concept, the goals of this program will be similar to the Carolina Covenant or the Pack Promise.
ISSUE 2: Improving Student Retention and Graduation

ECU has a long history of providing access to a quality education to students from the east and across the state. However, our admissions and retention standards as well as the pressure to grow are bumping up against the political, financial, and social realities of improving student retention and student graduation. While not every student will succeed, all components of ECU must work together to help those students who can succeed.

ECU has set ambitious goals for retention and graduation rates. For first-time, full-time freshmen, the freshman-to-sophomore retention goal is 82% by 2011 and 83% by 2013. For the last five years, this measure has consistently hovered between 77% and 78%. ECU’s four- and six-year graduation rate goals for 2011 are 32.5% and 60% respectively and the goals for 2013 are 33.5% and 61.5%, respectively. Our current four-year graduate rate is 30% and the current six-year measure is 55%.

In future years, our success and our funding will be measured against how well we attract, keep, and graduate our students. We must take a number of inter-related steps to increase our retention and graduation standards while also maintaining our access mission.

The Task Force wants to be crystal clear on two key issues.

First, none of these recommendations are intended to suggest or imply that the academic standards set by the faculty, individually or collectively, are to be compromised in any way. We must maintain and improve the academic standards that the faculty believe are appropriate to our programs and our student body.

Second, students and parents have choices. ECU clearly is competing on a myriad of dimensions with thousands of other institutions. Inside the classroom, our students receive education designed and presented by the faculty. The professional and academic judgments of the faculty set the boundaries and expectations within the classroom. However, outside the classroom, students and their families are customers or potential customers. Across the university, we must treat our current and potential students and their families with respect and we must demonstrate a high level of customer service.

The Task Force recommendations are, appropriately, more focused on the undergraduate student population.

GOAL: Increase student retention and graduation rates.
RECOMMENDATIONS

2.1 Slow the rate of growth.
[Immediate; Office of Enrollment Management]
Recent enrollment growth has consistently exceeded projected growth which has resulted in a systemic degradation of campus services. Unmanaged growth has a negative effect on institutional reputation and will impede our progress toward meeting the goals set forth in ECU Tomorrow and UNC Tomorrow. The Task Force recommends slowing the rate of enrollment growth so that we experience managed growth within established previously-agreed benchmarks. Slowing the rate of growth will enable us to make the necessary systemic improvements that are critical to become an institution of choice.

The admissions standards and academic retention standards recommended by the Task Force in the following section will slow the rate of growth over a period of time and improve the academic preparation of incoming students. Further, given two years of dramatic growth and increasing constraints on ECU’s ability to expand faculty, staff and infrastructure, including space, the Task Force supports the steps taken to moderate enrollment growth in Spring 2009.

2.2 Admit students with increased academic qualifications.
[Immediate; Undergraduate Admissions]
The causes of the low retention rates are systemic. The academic qualifications of incoming students have not substantially increased and many of our recruitment and admissions practices are not conducive to retaining students admitted. While ECU has experienced substantial growth in incoming freshmen and transfer students, we have not been able to increase our retention rates, particularly for those students who enter late in the admissions process or who have minimal academic credentials. We must increase the overall quality of students to improve student success rates.

The Task Force supports the university’s Spring and Fall 2009 admissions requirements:

2.2.1 Admissions Requirements: First Time/Full Time Freshmen
- Increase the profile of the first time/full time freshman to an average SAT of 1150 and a predicted GPA of 3.0 in steps over a five year period.

Freshmen for Fall 09:
- SAT and Predicted Grade Point Average (PGA) at ECU requirements will be:
  - SAT = 1200+ and 3.0+ PGA (GPA 3.5) Admit Honors
  - SAT = 950+ and 2.25 PGA- Admit
  - SAT 900-940 = 2.35 PGA - Admit
  - 850-890 SAT and 2.10-2.45 PGA - HOLD for 1st semester high school senior grades and retake SAT
  - Multiple grades of D and/or F – Send for review
  - SAT below 850/ACT below 18 with a 2.45 PGA – Retake SAT or ACT
  - Less than 2.10 PGA deny
2.2.2 Admissions Requirements: Transfer Students

- Priority acceptance will be given to those applicants with AA, AS degrees or completion of the “core diploma” and 2.5 or better earned through a NC Community College.
- Other applicants will be considered with transfer credits from all other accredited institutions, but must have a cumulative transfer GPA of 2.5 or higher on at least 30 semester hours and, if under age 24, must meet high school MCR.
- All others falling between the transfer GPA of 2.00 – 2.49 will be under serious review, holding for additional grades/credits and some will probably not be admissible in time to meet self-imposed decision deadlines.

The two admission requirements noted immediately above will likely result in a minimal increase in ECU enrollment in Fall 2009.

2.3 Create an Honors College and a residence hall dedicated to Honors students.
[Short-term; Faculty Senate and Academic Affairs]
The Honors College should be led by a Dean with the faculty of the Honors College drawn from other academic colleges and dedicated partially to the Honors Program. Additional recommendations appear in the recent external review of the Honors Program and should be given full consideration.

2.4 Expand the EC Scholars Program and distinguish it from the Honors Program.
[Short-term; Academic Affairs and Faculty Senate]
While EC Scholars would be expected to participate in the Honors Program, the EC Scholars program should be of depth and breadth to stand on its own as an elite academic program and a major draw to ECU.

2.5 Expand and promote the opportunities for ‘Degree in 3’ in programs
[Short-term; Faculty Senate and ECU Foundation]
The Task Force supports a degree in 3 program as a means to support high quality students to efficiently achieve graduate degrees. Students would further be assisted by adding a scholarship component to the ‘Degree in 3’ opportunity.
2.6 Create undergraduate research stipends for qualified students
[Long-term; Faculty Senate, Research and Graduate Studies, and ECU Foundation]
Strategically recruit up to 200 undergraduate students to receive undergraduate research stipends. Assign the stipends and research mentors early in the admissions process and engage the faculty in recruiting the student research scholar.

2.7 Support Students in Achieving Academic Success
Once we have admitted students we have a responsibility to offer appropriate programs and support structures to assist them in attaining their academic goals.

2.7.1 Strategically evaluate freshman orientation programs
[Short-term; Office of Enrollment Management and Student Affairs]
Work collaboratively with other university functions to determine the appropriate balance, within an extremely limited timeframe, between academic and student life issues to be addressed at orientation.

2.7.2 Expand and improve the COAD program.
[Short-term; First Year Center, Department of Counselor and Adult Education, Faculty Senate] Evidence shows that at-risk students who take COAD 1000 are more likely to stay in school.

The Task Force recommends that:
- 2.7.2.1 The university offer additional sections of COAD 1000.
- 2.7.2.2 We support and encourage increased faculty involvement in COAD 1000 instruction.
- 2.7.2.3 We support the use of experienced and trained graduate students to expand capacity and supplement faculty and professional staff.
- 2.7.2.4 We support undergraduate interns assisting faculty and staff teaching COAD 1000 sections. The undergraduates (usually seniors) will serve as mentors and “after hours” advisors to COAD students. The interns would receive a small book scholarship for their service.
- 2.7.2.5 The faculty consider making COAD 1000 a required class for all at-risk freshman students.

2.7.3 Establish a University College.
[Long-term; Faculty Senate] The Task Force recommends the establishment of a University College. This College would house students who are undeclared majors, intended majors, or students pursuing the BS in University Studies degree (below). It would focus on the programmatic pieces of enrollment management that are essential elements for the enhancement of support services for these students. Examples of institutions with a University College include University of Oklahoma, Ohio University, University of Memphis, and University of North Carolina-Charlotte.
2.7.4 Establish a degree in University Studies.  
[Long-term; Faculty Senate]  
Some students have a laser-sharp focus on their major. Others use their university experience to explore degree possibilities. Still others want to receive a broad, non-specific degree. ECU offers few options for students in the latter category.

The Task Force recommends establishment of a Bachelor of Science in University Studies degree program in the University College. This degree will have degree requirements from across the university. It will be available to any student and will have a graduation GPA requirement the same as the general university GPA graduation requirement.

Institutions with a similar degree as part of their University College include Ohio University and the University of Memphis. Peer institutions with a similar degree include Western Michigan University, University of Nevada-Reno, University of North Dakota, Virginia Commonwealth University, SUNY at Buffalo, and University of South Carolina-Columbia.

2.7.5 Establish a transfer student resource office.  
[Short-term; Office of Enrollment Management]  
Transfer students lack an identifiable resource office designed to assist with their transition to the institution. Studies indicate that transfer students who are informed and prepared for the transfer process and are more satisfied with university environments have higher grades and are more likely to persist.

The Task Force recommends the creation of a support office to include:

- transfer student advising
- transfer student orientation
- liaison with local community colleges

2.7.6 Increase the capacity of the student counseling services.  
[Short-term; Student Affairs]  
The student counseling center provides critically important services to students who need assistance to navigate the stresses of university life. Timely use of the services of the center will increase the likelihood that students will continue in school. As ECU has grown, the counseling center professional staff has not increased. This has led to excessive and inappropriate wait times for students (measured in weeks, not hours). The Task Force recommends increasing the number of professional staff in the center to meet the needs of our growing student body, informed by national standards and norms.

2.7.7 Expand professional advising programs.  
[Short-term; Office of Enrollment Management]  
Student retention is enhanced by high quality academic advising. The Task Force recommends the continued use of professional advisors and the expansion of the program to all students at all levels. This includes online and distance education students and we must recognize that these students require additional time and attention.
2.7.8 Encourage faculty to serve as mentors  
[Short-term; Academic Affairs and Faculty Senate]  
Student retention is also enhanced by mentoring. The Task Force recommends the university establish a system of student and faculty mentors. The Task Force also recommends that the university devise and implement mechanisms that encourage faculty to serve as mentors.

2.7.9 Establish intrusive academic advising and intervention.  
[Immediate; Office of Enrollment Management]  
Research has shown that students in academic difficulty can be academically successful with early and aggressive intervention.

The Task Force recommends the university:
- 2.7.9.1 Emphasize the importance of timely completion of Student Academic Difficulty Reports. For faculty, submitting these reports is as important as submitting final grades.
- 2.7.9.2 Use these reports and other data to aggressively intervene with students in academic difficulty. These interventions may include: reaching out to students using targeted, just-in time programming through the Pirate Tutoring Center; using a free assessment to identify academic problem areas; offering academic recovery programs such as Survivor Workshops for students on academic probation.
- 2.7.9.3 Fully fund the Pirate Tutoring Center and increase the resources allocated to discipline-specific tutoring programs.

2.8 Implement Academic Policy Changes

2.8.1 Establish minimum academic standards for freshmen to register for online classes.  
[Short-term; Faculty Senate]  
Online education is highly appropriate for students, but not all students in all circumstances. For example, normally, online classes require greater personal discipline and individual responsibility compared to face-to-face classes. Thus, particularly for freshmen, we must ensure we have class registration policies and standards that help students succeed.

The Task Force recommends the faculty establish class registration policies and standards that freshmen must meet in order to take an online class. These standards might include, but not be limited to: (1) students must have a GPA of 2.0 or greater, (2) students cannot take an online class unless they either have previously taken an online class and received a C or better or have successfully completed an online tutorial, and (3) if a student receives a D or an F in an ECU online class he or she will be prohibited from taking any online classes for one semester.
2.8.2 Increase academic retention standards.  
[Short-term; Faculty Senate]  
Not all students will succeed academically. The university must have academic retention standards that allow for stumbles but do not prolong the inevitable for those students who will not meet academic standards.

Three factors are at the heart of this recommendation. First, our university-wide academic retention standards have not changed in almost 15 years. Second, more and more programs require incoming majors to meet GPA standards that are above the current university minimum. Third, the university has increased freshmen and transfer student admissions standards. All these factors suggest that we need to revisit our retention standards.

The Task Force recommends the faculty increase academic retention standards to at least:

- 1-29 attempted hours and/or transfer hours = 1.8 GPA
- 30-59 attempted hours and/or transfer hours = 1.9 GPA
- 60+ attempted hours and/or transfer hours = 2.0 GPA

2.8.3 Strengthen the forgiveness policy.  
[Short-term; Faculty Senate]  
Forgiveness of D’s and F’s should be limited to one occasion and no more than 6 classes.

2.8.4 Lengthen the academic “no penalty” drop date.  
[Short-term; Faculty Senate]  
Students may be able to make more informed decisions based upon feedback from the instructor if the “no penalty” drop date was lengthened. The Task Force recommends extending the academic “no penalty” drop date from 40% to 50% of the academic term.

2.8.5 Revise the suspension policy.  
[Short-term; Faculty Senate]  
The current academic suspension policy allows for a “revolving door” of automatic readmission for some students who will most likely not meet the minimum standards (graduation and major GPA requirements) to successfully complete a degree program. The Task Force recommends a revision of this policy based upon best practices of peer institutions and other UNC institutions.

2.8.6 Revise the readmission criteria  
[Short-term; Faculty Senate]  
The current readmission policy requires a student that has been academically suspended to "sit out" one (4A suspension) or two (4B suspension) semesters prior to returning to ECU. During that time, the student is not allowed to take courses at another institution. Also, a student who leaves ECU by choice while not in good academic standing (under 2.0 GPA) is prohibited from transferring courses back unless he or she accumulates 30 transferable hours.

We can no longer readmit students who have not proven that they can be academically successful at another institution. For suspended students and those that choose to leave ECU
while not in good academic standing, the Task Force recommends that the university require a minimum of 30 transferable credit hours at an accredited community college or senior institution with a minimum 2.5 overall GPA prior to readmission.

2.8.7 Increase the number of allowed grade replacements and limit course repetition. [Short-term; Faculty Senate]
The current grade replacement policy allows students to replace a grade a maximum of three times for courses below 3000-level in which he or she has earned a grade of D or F. The course repetition policy does not limit the number of times a course may be repeated. Students may repeat a course multiple times which may negatively impact their academic standing. A limit on course repetition in courses which a student earns a grade of D or F may assist the student and academic advisor in recognizing deficiencies and the need to choose another course of study. The Task Force recommends increasing the allowed grade replacements for 1000- and 2000-level courses from three to four and prohibit repeating a course more than one time.

2.8.8 Revise the off campus course policy. [Short-term; Faculty Senate]
Current policy prohibits students with less than a cumulative GPA of 2.0 from transferring credits from any other institution. The Task Force recommends allowing students who are within the proposed academic retention standards but have an ECU GPA below 2.0 to transfer credits with a C or better from another institution.

2.8.9 Support conversion of the academic calendar to a trimester system. [Long-term; Faculty Senate, Academic Affairs]
As the UNC System considers a policy change to include a three semester academic calendar, the Task Force supports adoption of a fully funded third semester in lieu of summer school when such a policy is adopted by the UNC Board of Governors.

2.9 Enhance student financial and operational support to improve retention and graduation
Student success is not solely determined by academic preparation, classroom experiences, and student engagement. Financial assistance, customer service, and operational efficiencies also contribute to retention and graduation.

2.9.1 Increase the number and amount of student scholarships and revamp the scholarship awarding process. [Short-term; Academic Affairs, Office of Financial Aid, ECU Foundation]
Academic scholarships are an excellent mechanism to attract high-quality students to ECU. However, as ECU has grown, university-wide student scholarship dollars have not kept pace with the growth of the student body. The current Second Century Campaign acknowledges that shortfall and includes a fundraising goal of $20 million for student scholarships and financial
assistance. The Task Force recommends that all members of the ECU community be made aware of and assist with meeting and exceeding those fundraising goals.

Regardless of the amount of scholarship dollars, we must award those dollars strategically. An effective program must be created, guided, and coordinated by a mix of academic, administrative, and staff personnel. The Task Force recommends that a cross-university ad hoc committee be established to create and administer a high-quality, high-touch system to identify potential recipients, assemble an attractive financial package, ensure packages are awarded in a timely manner, and celebrate success. This program should differentially address needs of new freshmen as well as existing students who have demonstrated academic success.

2.9.2 Increase the coordination and information exchange between academic programs and financial aid.
[Immediate; Academic Affairs, Graduate School, and Office of Financial Aid]
Students and parents increasingly rely on federal financial aid to finance higher education. When programs are established or modified, decisions can be made that would adversely affect the ability of students to receive or qualify for federal financial aid. The Task Force recommends that the program development process include a review by financial aid, not for pedagogical purposes, but to ensure the process considers matters relating to federal financial aid.

2.9.3 Rebuild student support infrastructure and improve accountability.
[Immediate; Office of Enrollment Management]
Matriculation and student retention are affected, for better or worse, by the “back office” components of the university – financial aid, cashier, registrar, and admissions. As ECU has grown, these critical operational components have not been staffed at appropriate levels nor has a customer service focus been a core value in their day-to-day operations. We must make significant inroads on both those dimensions in the near term or we risk significant erosion of our institutional reputation.

Task Force recommendations to improve customer services to students and families in the areas of financial aid and student financial services include:

- 2.9.3.1 Offer potential aid packages to incoming freshmen early in the recruitment cycle.
- 2.9.3.2 Maintain a student financial services call center staffed for Level 1 and 2 calls year-round, with additional personnel on at peak times.
- 2.9.3.3 Change registration refund policy to 100% refund on 10th day of classes with no other refund period. This would eliminate confusion and provide students with time to make informed decisions about class schedules. It would also correspond to the financial aid “enrollment freeze date” and minimize the number of students required to refund large amounts to financial aid after a partial drop of schedule.
The university must recognize that, often, these offices can only do their jobs efficiently and effectively when other components of the University (i.e., academic departments, graduate school, athletics, etc.) provide timely and accurate information.

Additional discussion and recommendations related to infrastructure are in the Infrastructure section of this report (Issue Four: Providing Optimal Infrastructure).

2.9.4 Assist students in identifying and obtaining on-campus employment opportunities
[Immediate, Student Affairs]
Research clearly shows that students who work during college persist at a higher rate. Although there are many work opportunities on campus, there is no coordinated and focused mechanism by which these opportunities are advertised and filled. Among other initiatives, the Task Force recommends creation of a website where all campus employment opportunities are required to be posted.

2.10 Expand and enhance programs and support functions in the division of
Student Affairs.
[Short-term; Student Affairs]
The Task Force recommends the university:

- 2.10.1 Strategically assess the amount and composition of on campus housing based on institutional goals and values. This analysis should include evaluation of the appropriate ratio of freshmen, upperclassmen, and graduate student housing.
- 2.10.2 Collaborate with faculty to ensure opportunities for continued academic engagement in the residence halls to improve student success.
- 2.10.3 Partner with academic affairs to assess and enhance living learning communities in residence halls.
- 2.10.4 Aggressively plan a comprehensive university center that will create a vibrant atmosphere to support student success.
- 2.10.5 Establish mandatory student programs to disseminate information on student safety and security, student responsibilities, and the university’s commitment to providing a safe and healthy environment.
ISSUE 3: Determining Effective Academic Program Mix

In a comprehensive university the overall mix of academic programs is often driven by decisions made with respect to the balance between undergraduate and graduate programs and their relative funding streams. Careful enrollment management strategies are needed to ensure the appropriate balance is achieved between undergraduate and graduate programs and students.

In general, ECU faces two challenges with respect to academic program mix.

First, we historically have not captured “profit and loss” financial information on programs, departments, or colleges. This information, properly prepared, would show the program-related cash inflows (tuition, state support, grants, contracts, etc.) and cash outflows (faculty and staff salaries & benefits, graduate student tuition remissions and assistantships, operating expenses, equipment or databases, faculty support, etc.).

ECU has not used program-specific financial information in its decision-making processes. Nonetheless, such information is a critically important input when decisions are made with respect to all aspects of resource allocation – distributing current resources, evaluating current programs, making decisions about program growth (both existing programs and proposed new programs), and allocating new resources.

The challenges, pitfalls, and uncertainties associated with collecting program-related cash flows are significant. Decisions should be made as to what items should be included, who should assemble the information, the acceptable level of “squishiness” in the data, etc. Nonetheless, we must begin. ECU can no longer afford to make significant program resource allocation decisions without obtaining and using program-related financial and operational data.

Second, research-intensive graduate programs often do not support themselves through credit-hour-based funding. While external funding such as grants can make up some or all of the difference, robust funding from these sources is often not available until programs are well-established both programmatically and with respect to research streams. The university therefore has to be deliberative, selective, and strategic in investing in new research intensive doctoral programs.

GOAL: Strategically evaluate and re-evaluate the breadth and depth of our programs and degrees.
RECOMMENDATIONS

3.1 Support Doctoral and Masters programs in ways that have a positive impact on undergraduate programs, undergraduate teaching, and the university’s research mission.
[Long-term; Academic Council]
ECU Tomorrow affirms our commitment to undergraduate and graduate education and research. Therefore, as we expand our graduate programs and invest in the required research infrastructure, we do so in ways that enhance the quality of our undergraduate education.

3.2 Establish and implement program financial and capacity metrics and standards

3.2.1 Develop a common income/expense document and require all current programs to complete the document based on current enrollment.
[Short-term; Institutional Planning and Research, Administration and Finance]
This document will capture the current income and expense streams for every program, department, and college.

3.2.2 Require all current programs to determine a capacity analysis.
[Short-term; Institutional Planning and Research, Deans]
The student capacity of a degree program depends on a number of factors including, but not limited to: class size appropriate for the discipline, subject matter, course level, delivery mode, and student deliverables; student/faculty interaction with respect to research and/or teaching; mentoring needs; physical space; support personnel; and related items.

A clear understanding of the factors that affect student capacity will allow a program to determine its ability to add students with no new resources, determine the point at which full capacity is reached assuming current resources, and determine the amount and nature of the resources needed to add 10, 50, 100, or some other number of students.

3.2.3 Require all proposed degree programs to prepare an income/expense analysis and a capacity analysis and use these documents as essential parts of the approval process.
[Short-term; Academic Affairs]

3.2.4 Use the income/expense analysis and the capacity analysis in decision-making.
[Short-term; Academic Council and Executive Council]
The data- and resource-focused documents must be used as an integral part of resource allocation and re-allocation decisions. These documents should also inform an analysis and determination of (1) the appropriate size and scope of our research enterprise, (2) the mix and size of research/professional degree programs, particularly at the graduate level, (3) the
program and expenditure balance between the health-care-related and non-health-care-related segments of the university, and (4) the viability and continuation of low performing and low enrollment programs.

3.2.5 Classify existing and new graduate programs by resource intensity and establish differential evaluative processes. [Short-term; Research and Graduate Studies]

Two different types of graduate programs exist at ECU that require very different enrollment planning and management strategies. These are 1) resource intensive graduate programs where a significant amount of student time is spent conducting research leading to a traditional thesis or dissertation or with significant clinical duties; and 2) less-resource intensive programs where a significant amount of student time is spent in formal courses or training programs that prepare them for professional careers.

Within these above two different groups a further distinction can be made between master’s level programs and terminal programs such as doctoral, Ph.D. or MFA programs. Considering these different graduate populations, one can construct a classification matrix that will be useful for the development of different enrollment decision-making processes and the resource allocation decision that must follow.

<table>
<thead>
<tr>
<th></th>
<th>Less-resource intensive</th>
<th>Resource intensive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Doctoral</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

The Task Force recommends that the matrix categories be defined, the matrix classification of all current programs be determined, and that proposed programs be similarly classified.

The Task Force also recommends that differential enrollment management policies and strategies be developed for each of these four categories.
3.3 Assess the efficiency and effectiveness of current academic support structures and operations for graduate education.

3.3.1 Improve the amount of graduate student support funding and improve the efficiency and timeliness of the processes to allocate these resources. [Long-term; Research and Graduate Studies]

Attracting a diverse and high quality graduate student population requires significant student support funding. It is also important that funding be provided to programs early enough to allow awards to be made to students in a timely manner.

The Task Force recommends the following:

- 3.3.1.1 Support creation of programs and initiatives to increase the diversity of our graduate student population.
- 3.3.1.2 Determine and disseminate tuition remission and graduate assistant allocations to programs by November or December for the following Fall.
- 3.3.1.3 Programs provide Financial Aid with information concerning student-specific financial support no later than March 15 for students expected to be enrolled for the following fall.
- 3.3.1.4 Permit programs to maintain the flexibility to assign full or partial assistantships and tuition remissions.
- 3.3.1.5 Permit programs to maintain the flexibility in work tasks of GA’s appropriate to the teaching, research, and service missions of the department and its programs.
- 3.3.1.6 Require full remissions and GA’s in programs where student quality is dependent on providing a nationally-competitive level of student support. The Task Force realizes this requirement is likely to limit the number of students enrolled in some programs.
- 3.3.1.7 Encourage and evaluate innovative ways to increase tuition remissions.
- 3.3.1.8 Require current programs to identify the top three constraints to growth. These might include the number of tuition remissions, level of assistantship dollars, laboratory or other space, clinical requirements, number and/or quality of faculty, a qualified pool of student applicants, having sufficient library resources, and related factors.
- 3.3.1.9 Increase awareness across ECU of Academic Common Market programs and devise methods to strategically use those programs to (1) increase the quality of our student body and (2) stretch our tuition remission amounts.

3.3.2 Encourage the Graduate School Administrative Board and individual graduate programs to re-evaluate minimum admission standards to the Graduate School and degree programs [Short-term; Graduate School Administrative Board]

The GSAB has recently begun a comprehensive evaluation of graduate school admissions standards. Ongoing evaluation of program-level standards has not been uniform. The Task Force recommends that all programs be required to strategically evaluate their standards.
3.3.3 Set overall growth and enrollment targets for graduate education.
[Long-term; Graduate School]
Graduate program enrollment and growth are established through the efforts of a wide range of people and groups: unit-specific graduate faculty, department chairs, deans, the Graduate School, and others. The Task Force recommends these groups work collaboratively to establish program-specific growth and enrollment targets.

These same groups should review annually graduate enrollments by programs and affirm or revise long term graduate enrollment projections. Consideration should be given to program changes and costs as determined through the program capacity analysis.

3.3.4 Encourage the Graduate School to conduct an annual workshop for graduate program directors to learn national best practices with respect to student recruitment.
[Immediate; Graduate School]
Graduate student recruiting functions are primarily conducted by departments and programs, often in a highly competitive environment. The ability to recruit graduate students depends on the regional and national reputation of a program and its faculty which must be earned slowly over time. Faculty and financial resources, in the form of assistantships and scholarships also play a significant role. Workshops and training opportunities for graduate program directors will likely improve our student recruiting results.

3.3.5 Provide sufficient funding for graduate teaching assistants.
[Short-term; Graduate School]
Often, increases in the university’s undergraduate teaching enterprise should be accompanied by appropriate increases in funding of graduate teaching assistants. These increases must be sufficient to ensure an adequate number and quality of graduate teaching assistants in the classroom and laboratories.

3.4 Enhance and improve our position as the predominant provider of online and distance education in the UNC-system and the state.
[Short-term (and ongoing); Academic Affairs and Continuing Studies]
In Fall 2008, ECU enrolled over 6,000 students in online courses and off-campus education programs such as Wachovia Partnership East. On any measure, we are the leader in online and distance education in the state of North Carolina.

ECU holds this leadership position because faculty and administrators made some key enabling operational decisions. Predominant among them are:
- Courses, degrees, and academic control reside in the colleges and with the faculty;
- Online courses are taught by the same faculty who teach on campus; online faculty are not a separate group;
- Entrepreneurial thinking, courses, degrees, and programs have been encouraged and supported.
These key operational decisions must remain in place if ECU is to realize continued success in online and distance education.

The promise of online education is accompanied by a very real threat of increased competition for students from other educational institutions, both traditional and for-profit. We must continually improve our courses and degrees to maintain our leadership position.

The Task Force recommends that we:

- **3.4.1** Identify ways to create and improve cross-college and cross-faculty collaboration in all aspects of online instruction including, but not limited to, instructional design, identifying and implementing software and other emerging technologies, workshops, course administration, and similar factors.
- **3.4.2** Ensure our programs are clearly reflected on the UNC Online website and that the “handoff” to the ECU website is accurate and up-to-date.
- **3.4.3** Assess the regional, statewide, and national need for online and distance education courses and degrees as well as assessing ECU’s capacity and ability to provide.
- **3.4.4** Strategically increase the number of online and distance education courses and degrees offered, consistent with resource and faculty availability as well as need.
- **3.4.5** Pursue increased coordination with community colleges.
- **3.4.6** Improve and restructure our support operations (in particular admissions, financial aid, registrar, and cashier) to ensure we are meeting the operational needs of a population that will likely not step foot on campus.
- **3.4.7** Create an internal funding model that supports off-model programs and courses, both for credit and not-for-credit.
- **3.4.8** Evaluate how to more efficiently and effectively provide online and distance education instruction while maintaining academic integrity and ensuring student learning.
- **3.4.9** Require academic units to establish clear expectations for course quality and student learning outcomes and to measure and continuously improve on those standards.
- **3.4.10** Support appropriate integration of online learning technologies and techniques into campus-based courses.
- **3.4.11** Continue and expand our efforts to reach and serve military populations with our online and distance education offerings.
ISSUE 4: Providing Optimal Infrastructure.

All of the Task Force’s recommendations and ECU’s long-term enrollment projections indicate an institution poised to serve an increasing number of students through an emerging array of modalities and programs.

Currently, ECU has need for increased infrastructure focused on student services and success. This situation will continue to grow and must be supported within the framework of nationally recognized best practices.

In this report the Task Force addresses, through a considered set of recommendations, our institutional aspirations, identity, commitment to the citizens of this state, and our criteria for success.

Responses to these planning assumptions dictate both short-term and long-term expectations with regard to the resources and infrastructure of the institution.

GOAL: Rebuild a university infrastructure sufficient to meet the needs of students, faculty, and staff.
RECOMMENDATIONS:

4.1 Enrollment Management Office recommendations:  
[Immediate; Office of Enrollment Management and Executive Council]
- 4.1.1 Create the position of Vice Provost for Enrollment Management reporting to the Provost and serving on the Chancellor’s Executive Council.
- 4.1.2 Within the office of the Vice Provost for Enrollment Management, create a permanent Enrollment Management Committee to monitor the recommendations of this Task Force.
- 4.1.3 Staff the office of enrollment management and constituent functions at appropriate levels as determined by national best practices.
- 4.1.4 Create a joint committee of the leadership of the Enrollment Management Office and the Financial Services Team to ensure a fiduciary-based decision-making process.
- 4.1.5 Conduct focus groups in order to improve customer service to students and their families.

4.2 University-related recommendations:  
[Immediate; Executive Council]
- 4.2.1 Provide resources to accommodate space needs including academic spaces, administrative and staff office space, student services, and student housing.
- 4.2.2 Provide resources to enhance Instructional Technology services in support of academic programs on and off campus.
- 4.2.3 Strengthen the office of Institutional Planning and Research and enhance its coordination with the university community, especially the VP for Enrollment Management.
- 4.2.4 Fund the continuing support and enhancement of the Banner system, including acquisition of the Enrollment Management module.
- 4.2.5 Identify, support, and implement industry best practices with respect to responsiveness, accuracy, customer satisfaction, timeliness, and operational accountability.
- 4.2.6 Continue to support and enhance all aspects of campus safety and security for faculty, staff, students and visitors.
- 4.2.7 Create a university-level operational process review and improvement team to evaluate cross-unit policies and operations to identify and eliminate bottlenecks, redundancy, and inefficiency.
Appendix A
Recommendations Summary

ISSUE 1: Defining and Embracing our Access Mission
GOAL: To be the leader in providing a quality university experience to students who meet reasonable admissions expectations while ensuring that students are prepared to meet those standards and to succeed academically.

1.1 Create and implement focused pre-college programs.

1.2 Develop programs targeted to families of first generation college students.

1.3 Develop a “summer bridge” program.

1.4 Continue to expand our statewide outreach through distance education programs.

1.5 Create Community College Liaisons

1.6 Increase integration and cooperation with Community Colleges, other UNC Schools, and UNC Online.

1.7 Increase students and faculty from under-represented groups.
   • 1.7.1 Enhance tutoring, advising, and mentoring services that are well publicized and easily available.
   • 1.7.2 Create a program using upper-division students of color to mentor other students.
   • 1.7.3 Establish sufficient physical facilities to attract and support student activities and interaction.
   • 1.7.4 Increase scholarships and other financial support for students in under-represented groups.
   • 1.7.5 Create, and support initiatives to attract and retain faculty of color.
   • 1.7.6 Provide continuing education for faculty to help them effectively engage and teach a changing student body.
   • 1.7.7 Create and support programs and initiatives to purposefully seek out and attract students from under-represented groups.

1.8 Establish a Program to Replace Student Loans
ISSUE 2: Improving Student Retention and Graduation
GOAL: Increase student retention and graduation rates.

2.1 Slow the rate of growth.

2.2 Admit students with increased academic qualifications.
   2.2.1 Admissions Requirements: First Time/Full Time Freshmen
   2.2.2 Admissions Requirements: Transfer Students

2.3 Create an Honors College and a residence hall dedicated to Honors students.

2.4 Expand the EC Scholars Program and distinguish it from the Honors Program.

2.5 Expand and promote the opportunities for ‘Degree in 3’ in programs

2.6 Create undergraduate research stipends for qualified students

2.7 Support Students in Achieving Academic Success
   2.7.1 Strategically evaluate freshman orientation programs
   2.7.2 Expand and improve the COAD program.
      • 2.7.2.1 The university offer additional sections of COAD 1000.
      • 2.7.2.2 We support and encourage increased faculty involvement in COAD 1000 instruction.
      • 2.7.2.3 We support the use of experienced and trained graduate students to expand capacity and supplement faculty and professional staff.
      • 2.7.2.4 We support undergraduate interns assisting faculty and staff teaching COAD 1000 sections. The undergraduates (usually seniors) will serve as mentors and “after hours” advisors to COAD students. The interns would receive a small book scholarship for their service.
      • 2.7.2.5 The faculty consider making COAD 1000 a required class for all at-risk freshman students.

2.7.3 Establish a University College.
2.7.4 Establish a degree in University Studies.
2.7.5 Establish a transfer student resource office.
2.7.6 Increase the capacity of the student counseling services.
2.7.7 Expand professional advising programs.
2.7.8 Encourage faculty to serve as mentors
2.7.9 Establish intrusive academic advising and intervention.
   • 2.7.9.1 Emphasize the importance of timely completion of Student Academic Difficulty Reports. For faculty, submitting these reports is as important as submitting final grades.
      o 2.7.9.2 Use these reports and other data to aggressively intervene with students in academic difficulty. These interventions may include: reaching out to
students using targeted, just-in time programming through the Pirate Tutoring Center; using a free assessment to identify academic problem areas; offering academic recovery programs such as Survivor Workshops for students on academic probation.

- 2.7.9.3 Fully fund the Pirate Tutoring Center and Increase the resources allocated to discipline-specific tutoring programs.

2.8 Implement Academic Policy Changes

2.8.1 Establish minimum academic standards for freshmen to register for online classes.
2.8.2 Increase academic retention standards.
2.8.3 Strengthen the forgiveness policy.
2.8.4 Lengthen the academic “no penalty” drop date.
2.8.5 Revise the suspension policy.
2.8.6 Revise the readmission criteria
2.8.7 Increase the number of allowed grade replacements and limit course repetition.
2.8.8 Revise the off campus course policy.
2.8.9 Support conversion of the academic calendar to a trimester system.

2.9 Enhance student financial and operational support to improve retention and graduation

2.9.1 Increase the number and amount of student scholarships and revamp the scholarship awarding process.
2.9.2 Increase the coordination and information exchange between academic programs and financial aid.
2.9.3 Rebuild student support infrastructure and improve accountability.

- 2.9.3.1 Offer potential aid packages to incoming freshmen early in the recruitment cycle.
- 2.9.3.2 Maintain a student financial services call center staffed for Level 1 and 2 calls year-round, with additional personnel on at peak times.
- 2.9.3.3 Change registration refund policy to 100% refund on 10th day of classes with no other refund period. This would eliminate confusion and provide students with time to make informed decisions about class schedules. It would also correspond to the financial aid “enrollment freeze date” and minimize students needing to refund large amounts to financial aid after a partial drop of schedule.

2.9.4 Assist students in identifying and obtaining on-campus employment opportunities
2.10 Expand and enhance programs and support functions in the division of Student Affairs.

- 2.10.1 Strategically assess the amount of on campus housing that is recommended, based on institutional goals and values. Options should include the appropriate ratio of freshmen, upperclassmen, and graduate student housing.
- 2.10.2 Collaborate with faculty to ensure opportunities for continued academic engagement in the residence halls to achieve student success.
- 2.10.3 Partner with academic affairs to assess and enhance living learning communities in residence halls.
- 2.10.4 Aggressively move forward with planning a comprehensive university center that will create a vibrant atmosphere that supports and enhances student success.
- 2.10.5 Establish mandatory student programs to disseminate information on student safety, student responsibilities, and the university’s commitment to providing a safe and healthy environment.
ISSUE 3: Determining Effective Academic Program Mix

GOAL: Strategically evaluate and re-evaluate the breadth and depth of our programs and degrees.

3.1 Support Doctoral and Masters programs in ways that have a positive impact on undergraduate programs, undergraduate teaching, and the university’s research mission.

3.2 Establish and implement program financial and capacity metrics and standards
   3.2.1 Develop a common income/expense document and require all current programs to complete the document based on current enrollment.
   3.2.2 Require all current programs to determine a capacity analysis.
   3.2.3 Require all proposed degree programs to prepare an income/expense analysis and a capacity analysis and use these documents as essential parts of the approval process.
   3.2.4 Use the income/expense analysis and the capacity analysis in decision-making.
   3.2.5 Classify existing and new graduate programs by resource intensity and establish differential evaluative processes.

3.3 Assess the efficiency and effectiveness of current academic support structures and operations for graduate education.
   3.3.1 Improve the amount of graduate student support funding and improve the efficiency and timeliness of the processes to allocate these resources.
      • 3.3.1.1 Support creation of programs and initiatives to increase the diversity of our graduate student population.
      • 3.3.1.2 Determinate and disseminate tuition remission and graduate assistant allocations to programs by November or December for the following Fall.
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      • 3.3.1.5 Permit programs to maintain the flexibility in work tasks of GA’s appropriate to the teaching, research, and service missions of the department and its programs.
      • 3.3.1.6 Require full remissions and GA’s in programs where student quality is dependent on providing a nationally-competitive level of student support. The Task Force realizes that this requirement is likely to limit the number of students enrolled in certain programs.
      • 3.3.1.7 Encourage and evaluate innovative ways to increase tuition remissions.
      • 3.3.1.8 Require current programs to identify the top three constraints to growth. These might include the number of tuition remissions, level of assistantship dollars, laboratory or other space, clinical requirements, number and/or quality of faculty, attaining a qualified pool of student applicants, having sufficient library resources, and related factors.
• 3.3.1.9 Increase awareness across ECU of Academic Common Market programs and devise methods to strategically use those programs to (1) increase the quality of our student body and (2) stretch our tuition remission amounts.

3.3.2 Encourage the Graduate School Administrative Board and individual graduate programs to re-evaluate the minimum standards for admission to the Graduate School and to degree programs.

3.3.3 Set overall growth and enrollment targets for graduate education.

3.3.4 Encourage the Graduate School to conduct an annual workshop for graduate program directors to learn national best practices with respect to student recruitment.

3.3.5 Provide sufficient funding for graduate teaching assistants.

3.4 Enhance and improve our position as the predominant provider of online and distance education in the UNC-system and the state.

• 3.4.1 Identify ways to create and improve cross-college and cross-faculty collaboration in all aspects of online instruction including, but not limited to, instructional design, identifying and implementing software and other emerging technologies, workshops, course administration, and similar factors.

• 3.4.2 Ensure our programs are clearly reflected on the UNC Online website and that the “handoff” to the ECU website is accurate and up-to-date.

• 3.4.3 Assess the regional, statewide, and national need for online and distance education courses and degrees as well as assessing ECU’s capacity and ability to provide.

• 3.4.4 Strategically increase the number of online and distance education courses and degrees offered, consistent with resource and faculty availability as well as need.

• 3.4.5 Pursue increased coordination with community colleges.

• 3.4.6 Improve and restructure our support operations (in particular admissions, financial aid, registrar, and cashier) to ensure we are meeting the operational needs of a population that will likely not step foot on campus.

• 3.4.7 Create an internal funding model that supports off-model programs and courses, both for credit and not-for-credit.

• 3.4.8 Evaluate how to more efficiently and effectively provide online and distance education instruction while maintaining academic integrity and ensuring student learning.

• 3.4.9 Require academic units to establish clear expectations for course quality and student learning outcomes and to measure and continuously improve on those standards.

• 3.4.10 Support appropriate integration of online learning technologies and techniques into campus-based courses.

• 3.4.11 Continue and expand our efforts to reach and serve military populations with our online and distance education offerings.
ISSUE 4: Providing Optimal Infrastructure.

GOAL: Rebuild a university infrastructure sufficient to meet the needs of students, faculty, and staff.

4.1 Enrollment Management Office recommendations:
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- 4.1.5 Conduct focus groups in order to improve customer service to students and their families.

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- 4.2.7 Create a university-level operational process review and improvement team to evaluate cross-unit policies and operations to identify and eliminate bottlenecks, redundancy, and inefficiency.
Appendix B
Recommendations Categorized by Timeframe

**Immediate**

- 1.2 Develop programs targeted to families of first generation college students.  
  [Immediate; Undergraduate Admissions and First Year Center]
- 1.5 Create Community College Liaisons  
  [Immediate; Office of Enrollment Management]
- 2.1 Slow the rate of growth.  
  [Immediate; Office of Enrollment Management]
- 2.2 Admit students with increased academic qualifications.  
  [Immediate; Undergraduate Admissions]
  - 2.2.1 Admissions Requirements: First Time/Full Time Freshmen
  - 2.2.2 Admissions Requirements: Transfer Students
- 2.7.9 Establish intrusive academic advising and intervention.  
  [Immediate; Office of Enrollment Management]
  - 2.7.9.1 Emphasize the importance of timely completion of Student Academic Difficulty Reports. For faculty, submitting these reports is as important as submitting final grades.
  - 2.7.9.2 Use these reports and other data to aggressively intervene with students in academic difficulty. These interventions may include: reaching out to students using targeted, just-in time programming through the Pirate Tutoring Center; using a free assessment to identify academic problem areas; offering academic recovery programs such as Survivor Workshops for students on academic probation.
  - 2.7.9.3 Fully fund the Pirate Tutoring Center and Increase the resources allocated to discipline-specific tutoring programs.
- 2.9.2 Increase the coordination and information exchange between academic programs and financial aid.  
  [Immediate; Academic Affairs, Graduate School, and Office of Financial Aid]
- 2.9.3 Rebuild student support infrastructure and improve accountability.  
  [Immediate; Office of Enrollment Management]
  - 2.9.3.1 Offer potential aid packages to incoming freshmen early in the recruitment cycle.
  - 2.9.3.2 Maintain a student financial services call center staffed for Level 1 and 2 calls year-round, with additional personnel on at peak times.
  - 2.9.3.3 Change registration refund policy to 100% refund on 10th day of classes with no other refund period. This would eliminate confusion and provide students with time to make informed decisions about class schedules. It would also correspond to the financial aid “enrollment freeze date” and minimize students needing to refund large amounts to financial aid after a partial drop of schedule.
• 2.9.4 Assist students in identifying and obtaining on-campus employment opportunities
  [Immediate, Student Affairs]
• 3.3.4 Encourage the Graduate School to conduct an annual workshop for graduate program directors to learn national best practices with respect to student recruitment.
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  [Immediate; Office of Enrollment Management and Executive Council]
  o 4.1.1 Create the position of Vice Provost for Enrollment Management reporting to the Provost and serving on the Chancellor’s Executive Council.
  o 4.1.2 Within the office of the Vice Provost for Enrollment Management, create a permanent Enrollment Management Committee to monitor the recommendations of this Task Force.
  o 4.1.3 Staff the office of enrollment management and constituent functions at appropriate levels as determined by national best practices.
  o 4.1.4 Create a joint committee of the leadership of the Enrollment Management Office and the Financial Services Team to ensure a fiduciary-based decision-making process.
  o 4.1.5 Conduct focus groups in order to improve customer service to students and their families.
• 4.2 University-related recommendations:
  [Immediate; Executive Council]
  o 4.2.1 Provide resources to accommodate space needs including academic spaces, administrative and staff office space, student services, and student housing.
  o 4.2.2 Provide resources to enhance Instructional Technology services in support of academic programs on and off campus.
  o 4.2.3 Strengthen the office of Institutional Planning and Research and enhance its coordination with the university community, especially the VP for Enrollment Management.
  o 4.2.4 Fund the continuing support and enhancement of the Banner system, including acquisition of the Enrollment Management module.
  o 4.2.5 Identify, support, and implement industry best practices with respect to responsiveness, accuracy, customer satisfaction, timeliness, and operational accountability.
  o 4.2.6 Continue to support and enhance all aspects of campus safety and security for faculty, staff, students and visitors.
  o 4.2.7 Create a university-level operational process review and improvement team to evaluate cross-unit policies and operations to identify and eliminate bottlenecks, redundancy, and inefficiency.
Short-Term

- 1.1 Create and implement focused pre-college programs.
  [Short-term; Student Affairs and Undergraduate Admissions]
- 1.3 Develop a “summer bridge” program.
  [Short-term; Office of Enrollment Management and Faculty Senate]
- 1.4 Continue to expand our statewide outreach through distance education programs.
  [Short-term (and ongoing); Academic Affairs, Continuing Studies, Faculty Senate]
- 1.6 Increase integration and cooperation with Community Colleges, other UNC Schools, and UNC Online.
  [Short-term (and ongoing); Academic Affairs, Office of Enrollment Management, and Continuing Studies]
- 1.7 Increase students and faculty from under-represented groups.
  [Short-term (and ongoing); Office of Institutional Diversity; Academic Affairs; Office of Enrollment Management]
  o 1.7.1 Enhance tutoring, advising, and mentoring services that are well publicized and easily available.
  o 1.7.2 Create a program using upper-division students of color to mentor other students.
  o 1.7.3 Establish sufficient physical facilities to attract and support student activities and interaction.
  o 1.7.4 Increase scholarships and other financial support for students in under-represented groups.
  o 1.7.5 Create, and support initiatives to attract and retain faculty of color.
  o 1.7.6 Provide continuing education for faculty to help them effectively engage and teach a changing student body.
  o 1.7.7 Create and support programs and initiatives to purposefully seek out and attract students from under-represented groups.
- 2.3 Create an Honors College and a residence hall dedicated to Honors students.
  [Short-term; Faculty Senate and Academic Affairs]
- 2.4 Expand the EC Scholars Program and distinguish it from the Honors Program.
  [Short-term; Academic Affairs and Faculty Senate]
- 2.5 Expand and promote the opportunities for ‘Degree in 3’ in programs
  [Short-term; Faculty Senate and ECU Foundation]
- 2.7.1 Strategically evaluate freshman orientation programs
  [Short-term; Office of Enrollment Management and Student Affairs]
- 2.7.2 Expand and improve the COAD program.
  [Short-term; First Year Center, Department of Counselor and Adult Education, Faculty Senate]
  o 2.7.2.1 The university offer additional sections of COAD 1000.
  o 2.7.2.2 We support and encourage increased faculty involvement in COAD 1000 instruction.
We support the use of experienced and trained graduate students to expand capacity and supplement faculty and professional staff.

We support undergraduate interns assisting faculty and staff teaching COAD 1000 sections. The undergraduates (usually seniors) will serve as mentors and “after hours” advisors to COAD students. The interns would receive a small book scholarship for their service.

The faculty consider making COAD 1000 a required class for all at-risk freshman students.

- 2.7.5 Establish a transfer student resource office.
  [Short-term; Office of Enrollment Management]
- 2.7.6 Increase the capacity of the student counseling services.
  [Short-term; Student Affairs]
- 2.7.7 Expand professional advising programs.
  [Short-term; Office of Enrollment Management]
- 2.7.8 Encourage faculty to serve as mentors
  [Short-term; Academic Affairs and Faculty Senate]
- 2.8.1 Establish minimum academic standards for freshmen to register for online classes.
  [Short-term; Faculty Senate]
- 2.8.2 Increase academic retention standards.
  [Short-term; Faculty Senate]
- 2.8.3 Strengthen the forgiveness policy.
  [Short-term; Faculty Senate]
- 2.8.4 Lengthen the academic “no penalty” drop date.
  [Short-term; Faculty Senate]
- 2.8.5 Revise the suspension policy.
  [Short-term; Faculty Senate]
- 2.8.6 Revise the readmission criteria
  [Short-term; Faculty Senate]
- 2.8.7 Increase the number of allowed grade replacements and limit course repetition.
  [Short-term; Faculty Senate]
- 2.8.8 Revise the off campus course policy.
  [Short-term; Faculty Senate]
- 2.9.1 Increase the number and amount of student scholarships and revamp the scholarship awarding process.
  [Short-term; Academic Affairs, Office of Financial Aid, ECU Foundation]
- 2.10 Expand and enhance programs and support functions in the division of Student Affairs.
  [Short-term; Student Affairs]
- 2.10.1 Strategically assess the amount of on campus housing that is recommended, based on institutional goals and values. Options should include the appropriate ratio of freshmen, upperclassmen, and graduate student housing.
o 2.10.2 Collaborate with faculty to ensure opportunities for continued academic engagement in the residence halls to achieve student success.

o 2.10.3 Partner with academic affairs to assess and enhance living learning communities in residence halls.

o 2.10.4 Aggressively move forward with planning a comprehensive university center that will create a vibrant atmosphere that supports and enhances student success.

o 2.10.5 Establish mandatory student programs to disseminate information on student safety, student responsibilities, and the university’s commitment to providing a safe and healthy environment.

- **3.2.1** Develop a common income/expense document and require all current programs to complete the document based on current enrollment.
  [Short-term; Institutional Planning and Research, Administration and Finance]

- **3.2.2** Require all current programs to determine a capacity analysis.
  [Short-term; Institutional Planning and Research, Deans]

- **3.2.3** Require all proposed degree programs to prepare an income/expense analysis and a capacity analysis and use these documents as essential parts of the approval process.
  [Short-term; Academic Affairs]

- **3.2.4** Use the income/expense analysis and the capacity analysis in decision-making.
  [Short-term; Academic Council and Executive Council]

- **3.2.5** Classify existing and new graduate programs by resource intensity and establish differential evaluative processes.
  [Short-term; Research and Graduate Studies]

- **3.3.2** Encourage the Graduate School Administrative Board and individual graduate programs to re-evaluate the minimum standards for admission to the Graduate School and to degree programs.
  [Short-term; Graduate School Administrative Board]

- **3.3.5** Provide sufficient funding for graduate teaching assistants.
  [Short-term; Graduate School]

- **3.4** Enhance and improve our position as the predominant provider of online and distance education in the UNC-system and the state.
  [Short-term (and ongoing); Academic Affairs and Continuing Studies]

  o **3.4.1** Identify ways to create and improve cross-college and cross-faculty collaboration in all aspects of online instruction including, but not limited to, instructional design, identifying and implementing software and other emerging technologies, workshops, course administration, and similar factors.

  o **3.4.2** Ensure our programs are clearly reflected on the UNC Online website and that the “handoff” to the ECU website is accurate and up-to-date.

  o **3.4.3** Assess the regional, statewide, and national need for online and distance education courses and degrees as well as assessing ECU’s capacity and ability to provide.
o 3.4.4 Strategically increase the number of online and distance education courses and degrees offered, consistent with resource and faculty availability as well as need.

o 3.4.5 Pursue increased coordination with community colleges.

o 3.4.6 Improve and restructure our support operations (in particular admissions, financial aid, registrar, and cashier) to ensure we are meeting the operational needs of a population that will likely not step foot on campus.

o 3.4.7 Create an internal funding model that supports off-model programs and courses, both for credit and not-for-credit.

o 3.4.8 Evaluate how to more efficiently and effectively provide online and distance education instruction while maintaining academic integrity and ensuring student learning.

o 3.4.9 Require academic units to establish clear expectations for course quality and student learning outcomes and to measure and continuously improve on those standards.

o 3.4.10 Support appropriate integration of online learning technologies and techniques into campus-based courses.

o 3.4.11 Continue and expand our efforts to reach and serve military populations with our online and distance education offerings.

Long-Term

- 1.8 Establish a Program to Replace Student Loans
  [Long-term; ECU Foundation]

- 2.6 Create undergraduate research stipends for qualified students
  [Long-term; Faculty Senate, Research and Graduate Studies, and ECU Foundation]

- 2.7.3 Establish a University College.
  [Long-term; Faculty Senate]

- 2.7.4 Establish a degree in University Studies.
  [Long-term; Faculty Senate]

- 2.8.9 Support conversion of the academic calendar to a trimester system.
  [Long-term; Faculty Senate, Academic Affairs]

- 3.1 Support Doctoral and Masters programs in ways that have a positive impact on undergraduate programs, undergraduate teaching, and the university’s research mission.
  [Long-term; Academic Council]

- 3.3.1 Improve the amount of graduate student support funding and improve the efficiency and timeliness of the processes to allocate these resources.
  [Long-term; Research and Graduate Studies]

  o 3.3.1.1 Support creation of programs and initiatives to increase the diversity of our graduate student population.

  o 3.3.1.2 Determinate and disseminate tuition remission and graduate assistant allocations to programs by November or December for the following Fall.
o 3.3.1.3 Programs provide Financial Aid with information concerning student-specific financial support no later than March 15 for students expected to be enrolled for the following fall.

o 3.3.1.4 Permit programs to maintain the flexibility to assign full or partial assistantships and tuition remissions.

o 3.3.1.5 Permit programs to maintain the flexibility in work tasks of GA’s appropriate to the teaching, research, and service missions of the department and its programs.

o 3.3.1.6 Require full remissions and GA’s in programs where student quality is dependent on providing a nationally-competitive level of student support. The Task Force realizes that this requirement is likely to limit the number of students enrolled in certain programs.

o 3.3.1.7 Encourage and evaluate innovative ways to increase tuition remissions.

o 3.3.1.8 Require current programs to identify the top three constraints to growth. These might include the number of tuition remissions, level of assistantship dollars, laboratory or other space, clinical requirements, number and/or quality of faculty, attaining a qualified pool of student applicants, having sufficient library resources, and related factors.

o 3.3.1.9 Increase awareness across ECU of Academic Common Market programs and devise methods to strategically use those programs to (1) increase the quality of our student body and (2) stretch our tuition remission amounts.

• 3.3.3 Set overall growth and enrollment targets for graduate education.  
[Long-term; Graduate School]
Appendix C

Recommendations Categorized by Responsible Parties

(Recommendations will be duplicated because of multiple parties)

**Academic Affairs**

- **1.4** Continue to expand our statewide outreach through distance education programs.  
  [Short-term (and ongoing); Academic Affairs, Continuing Studies, Faculty Senate]
- **1.6** Increase integration and cooperation with Community Colleges, other UNC Schools, and UNC Online.  
  [Short-term (and ongoing); Academic Affairs, Office of Enrollment Management, and Continuing Studies]
- **1.7** Increase students and faculty from under-represented groups.  
  [Short-term (and ongoing); Office of Institutional Diversity; Academic Affairs; Office of Enrollment Management]
  - **1.7.1** Enhance tutoring, advising, and mentoring services that are well publicized and easily available.
  - **1.7.2** Create a program using upper-division students of color to mentor other students.
  - **1.7.3** Establish sufficient physical facilities to attract and support student activities and interaction.
  - **1.7.4** Increase scholarships and other financial support for students in under-represented groups.
  - **1.7.5** Create, and support initiatives to attract and retain faculty of color.
  - **1.7.6** Provide continuing education for faculty to help them effectively engage and teach a changing student body.
  - **1.7.7** Create and support programs and initiatives to purposefully seek out and attract students from under-represented groups.
- **2.3** Create an Honors College and a residence hall dedicated to Honors students.  
  [Short-term; Faculty Senate and Academic Affairs]
- **2.4** Expand the EC Scholars Program and distinguish it from the Honors Program.  
  [Short-term; Academic Affairs and Faculty Senate]
- **2.7.8** Encourage faculty to serve as mentors  
  [Short-term; Academic Affairs and Faculty Senate]
- **2.8.9** Support conversion of the academic calendar to a trimester system.  
  [Long-term; Faculty Senate, Academic Affairs]
- **2.9.1** Increase the number and amount of student scholarships and revamp the scholarship awarding process.  
  [Short-term; Academic Affairs, Office of Financial Aid, ECU Foundation]
- **2.9.2** Increase the coordination and information exchange between academic programs and financial aid.  
  [Immediate; Academic Affairs, Graduate School, and Office of Financial Aid]
3.2.3 Require all proposed degree programs to prepare an income/expense analysis and a capacity analysis and use these documents as essential parts of the approval process.

[Short-term; Academic Affairs]

3.4 Enhance and improve our position as the predominant provider of online and distance education in the UNC-system and the state.

[Short-term (and ongoing); Academic Affairs and Continuing Studies]
- 3.4.1 Identify ways to create and improve cross-college and cross-faculty collaboration in all aspects of online instruction including, but not limited to, instructional design, identifying and implementing software and other emerging technologies, workshops, course administration, and similar factors.
- 3.4.2 Ensure our programs are clearly reflected on the UNC Online website and that the “handoff” to the ECU website is accurate and up-to-date.
- 3.4.3 Assess the regional, statewide, and national need for online and distance education courses and degrees as well as assessing ECU’s capacity and ability to provide.
- 3.4.4 Strategically increase the number of online and distance education courses and degrees offered, consistent with resource and faculty availability as well as need.
- 3.4.5 Pursue increased coordination with community colleges.
- 3.4.6 Improve and restructure our support operations (in particular admissions, financial aid, registrar, and cashier) to ensure we are meeting the operational needs of a population that will likely not step foot on campus.
- 3.4.7 Create an internal funding model that supports off-model programs and courses, both for credit and not-for-credit.
- 3.4.8 Evaluate how to more efficiently and effectively provide online and distance education instruction while maintaining academic integrity and ensuring student learning.
- 3.4.9 Require academic units to establish clear expectations for course quality and student learning outcomes and to measure and continuously improve on those standards.
- 3.4.10 Support appropriate integration of online learning technologies and techniques into campus-based courses.
- 3.4.11 Continue and expand our efforts to reach and serve military populations with our online and distance education offerings.

**Academic Council**

3.1 Support Doctoral and Masters programs in ways that have a positive impact on undergraduate programs, undergraduate teaching, and the university’s research mission.

[Long-term; Academic Council]

3.2.4 Use the income/expense analysis and the capacity analysis in decision-making.

[Short-term; Academic Council and Executive Council]
**Administration and Finance**

- 3.2.1 Develop a common income/expense document and require all current programs to complete the document based on current enrollment.
  [Short-term; Institutional Planning and Research, Administration and Finance]

**Continuing Studies**

- 1.4 Continue to expand our statewide outreach through distance education programs.
  [Short-term (and ongoing); Academic Affairs, Continuing Studies, Faculty Senate]
- 1.6 Increase integration and cooperation with Community Colleges, other UNC Schools, and UNC Online.
  [Short-term (and ongoing); Academic Affairs, Office of Enrollment Management, and Continuing Studies]
- 3.4 Enhance and improve our position as the predominant provider of online and distance education in the UNC-system and the state.
  [Short-term (and ongoing); Academic Affairs and Continuing Studies]
  - 3.4.1 Identify ways to create and improve cross-college and cross-faculty collaboration in all aspects of online instruction including, but not limited to, instructional design, identifying and implementing software and other emerging technologies, workshops, course administration, and similar factors.
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  - 3.4.8 Evaluate how to more efficiently and effectively provide online and distance education instruction while maintaining academic integrity and ensuring student learning.
  - 3.4.9 Require academic units to establish clear expectations for course quality and student learning outcomes and to measure and continuously improve on those standards.
  - 3.4.10 Support appropriate integration of online learning technologies and techniques into campus-based courses.
  - 3.4.11 Continue and expand our efforts to reach and serve military populations with our online and distance education offerings.
**Deans**

- 3.2.2 Require all current programs to determine a capacity analysis.
  [Short-term; Institutional Planning and Research, Deans]

**Department of Counselor and Adult Education**

- 2.7.2 Expand and improve the COAD program.
  [Short-term; First Year Center, Department of Counselor and Adult Education, Faculty Senate]
  - 2.7.2.1 The university offer additional sections of COAD 1000.
  - 2.7.2.2 We support and encourage increased faculty involvement in COAD 1000 instruction.
  - 2.7.2.3 We support the use of experienced and trained graduate students to expand capacity and supplement faculty and professional staff.
  - 2.7.2.4 We support undergraduate interns assisting faculty and staff teaching COAD 1000 sections. The undergraduates (usually seniors) will serve as mentors and “after hours” advisors to COAD students. The interns would receive a small book scholarship for their service.
  - 2.7.2.5 The faculty consider making COAD 1000 a required class for all at-risk freshman students.

**ECU Foundation**

- 1.8 Establish a Program to Replace Student Loans
  [Long-term; ECU Foundation]
- 2.5 Expand and promote the opportunities for ‘Degree in 3’ in programs
  [Short-term; Faculty Senate and ECU Foundation]
- 2.6 Create undergraduate research stipends for qualified students
  [Long-term; Faculty Senate, Research and Graduate Studies, and ECU Foundation]
- 2.9.1 Increase the number and amount of student scholarships and revamp the scholarship awarding process.
  [Short-term; Academic Affairs, Office of Financial Aid, ECU Foundation]

**Executive Council**

- 3.2.4 Use the income/expense analysis and the capacity analysis in decision-making.
  [Short-term; Academic Council and Executive Council]
- 4.1 Enrollment Management Office recommendations:
  [Immediate; Office of Enrollment Management and Executive Council]
  - 4.1.1 Create the position of Vice Provost for Enrollment Management reporting to the Provost and serving on the Chancellor’s Executive Council.
o 4.1.2 Within the office of the Vice Provost for Enrollment Management, create a permanent Enrollment Management Committee to monitor the recommendations of this Task Force.

o 4.1.3 Staff the office of enrollment management and constituent functions at appropriate levels as determined by national best practices.

o 4.1.4 Create a joint committee of the leadership of the Enrollment Management Office and the Financial Services Team to ensure a fiduciary-based decision-making process.

o 4.1.5 Conduct focus groups in order to improve customer service to students and their families.

• 4.2 University-related recommendations:
  [Immediate; Executive Council]

  o 4.2.1 Provide resources to accommodate space needs including academic spaces, administrative and staff office space, student services, and student housing.

  o 4.2.2 Provide resources to enhance Instructional Technology services in support of academic programs on and off campus.

  o 4.2.3 Strengthen the office of Institutional Planning and Research and enhance its coordination with the university community, especially the VP for Enrollment Management.

  o 4.2.4 Fund the continuing support and enhancement of the Banner system, including acquisition of the Enrollment Management module.

  o 4.2.5 Identify, support, and implement industry best practices with respect to responsiveness, accuracy, customer satisfaction, timeliness, and operational accountability.

  o 4.2.6 Continue to support and enhance all aspects of campus safety and security for faculty, staff, students and visitors.

  o 4.2.7 Create a university-level operational process review and improvement team to evaluate cross-unit policies and operations to identify and eliminate bottlenecks, redundancy, and inefficiency.

Faculty Senate and Faculty

• 1.3 Develop a “summer bridge” program.
  [Short-term; Office of Enrollment Management and Faculty Senate]

• 1.4 Continue to expand our statewide outreach through distance education programs.
  [Short-term (and ongoing); Academic Affairs, Continuing Studies, Faculty Senate]

• 2.3 Create an Honors College and a residence hall dedicated to Honors students.
  [Short-term; Faculty Senate and Academic Affairs]

• 2.4 Expand the EC Scholars Program and distinguish it from the Honors Program.
  [Short-term; Academic Affairs and Faculty Senate]

• 2.5 Expand and promote the opportunities for ‘Degree in 3’ in programs
  [Short-term; Faculty Senate and ECU Foundation]
• 2.6 Create undergraduate research stipends for qualified students
  [Long-term; Faculty Senate, Research and Graduate Studies, and ECU Foundation]
• 2.7.2 Expand and improve the COAD program.
  [Short-term; First Year Center, Department of Counselor and Adult Education, Faculty Senate]
  o 2.7.2.1 The university offer additional sections of COAD 1000.
  o 2.7.2.2 We support and encourage increased faculty involvement in COAD 1000 instruction.
  o 2.7.2.3 We support the use of experienced and trained graduate students to expand capacity and supplement faculty and professional staff.
  o 2.7.2.4 We support undergraduate interns assisting faculty and staff teaching COAD 1000 sections. The undergraduates (usually seniors) will serve as mentors and “after hours” advisors to COAD students. The interns would receive a small book scholarship for their service.
  o 2.7.2.5 The faculty consider making COAD 1000 a required class for all at-risk freshman students.
• 2.7.3 Establish a University College.
  [Long-term; Faculty Senate]
• 2.7.4 Establish a degree in University Studies.
  [Long-term; Faculty Senate]
• 2.7.8 Encourage faculty to serve as mentors
  [Short-term; Academic Affairs and Faculty Senate]
• 2.8.1 Establish minimum academic standards for freshmen to register for online classes.
  [Short-term; Faculty Senate]
• 2.8.2 Increase academic retention standards.
  [Short-term; Faculty Senate]
• 2.8.3 Strengthen the forgiveness policy.
  [Short-term; Faculty Senate]
• 2.8.4 Lengthen the academic “no penalty” drop date.
  [Short-term; Faculty Senate]
• 2.8.5 Revise the suspension policy.
  [Short-term; Faculty Senate]
• 2.8.6 Revise the readmission criteria
  [Short-term; Faculty Senate]
• 2.8.7 Increase the number of allowed grade replacements and limit course repetition.
  [Short-term; Faculty Senate]
• 2.8.8 Revise the off campus course policy.
  [Short-term; Faculty Senate]
• 2.8.9 Support conversion of the academic calendar to a trimester system.
  [Long-term; Faculty Senate, Academic Affairs]
First Year Center

- 1.2 Develop programs targeted to families of first generation college students.
  [Immediate; Undergraduate Admissions and First Year Center]
- 2.7.2 Expand and improve the COAD program.
  [Short-term; First Year Center, Department of Counselor and Adult Education, Faculty Senate]
  - 2.7.2.1 The university offer additional sections of COAD 1000.
  - 2.7.2.2 We support and encourage increased faculty involvement in COAD 1000 instruction.
  - 2.7.2.3 We support the use of experienced and trained graduate students to expand capacity and supplement faculty and professional staff.
  - 2.7.2.4 We support undergraduate interns assisting faculty and staff teaching COAD 1000 sections. The undergraduates (usually seniors) will serve as mentors and “after hours” advisors to COAD students. The interns would receive a small book scholarship for their service.
  - 2.7.2.5 The faculty consider making COAD 1000 a required class for all at-risk freshman students.

Graduate School and/or Graduate Administrative Board

- 2.9.2 Increase the coordination and information exchange between academic programs and financial aid.
  [Immediate; Academic Affairs, Graduate School, and Office of Financial Aid]
- 3.3.2 Encourage the Graduate School Administrative Board and individual graduate programs to re-evaluate the minimum standards for admission to the Graduate School and to degree programs.
  [Short-term; Graduate School Administrative Board]
- 3.3.3 Set overall growth and enrollment targets for graduate education.
  [Long-term; Graduate School]
- 3.3.4 Encourage the Graduate School to conduct an annual workshop for graduate program directors to learn national best practices with respect to student recruitment.
  [Immediate; Graduate School]
- 3.3.5 Provide sufficient funding for graduate teaching assistants.
  [Short-term; Graduate School]

Institutional Planning and Research

- 3.2.1 Develop a common income/expense document and require all current programs to complete the document based on current enrollment.
  [Short-term; Institutional Planning and Research, Administration and Finance]
- 3.2.2 Require all current programs to determine a capacity analysis.
  [Short-term; Institutional Planning and Research, Deans]
Office of Enrollment Management

- 1.3 Develop a “summer bridge” program.
  [Short-term; Office of Enrollment Management and Faculty Senate]

- 1.5 Create Community College Liaisons
  [Immediate; Office of Enrollment Management]

- 1.6 Increase integration and cooperation with Community Colleges, other UNC Schools, and UNC Online.
  [Short-term (and ongoing); Academic Affairs, Office of Enrollment Management, and Continuing Studies]

- 1.7 Increase students and faculty from under-represented groups.
  [Short-term (and ongoing); Office of Institutional Diversity; Academic Affairs; Office of Enrollment Management]
    - 1.7.1 Enhance tutoring, advising, and mentoring services that are well publicized and easily available.
    - 1.7.2 Create a program using upper-division students of color to mentor other students.
    - 1.7.3 Establish sufficient physical facilities to attract and support student activities and interaction.
    - 1.7.4 Increase scholarships and other financial support for students in under-represented groups.
    - 1.7.5 Create, and support initiatives to attract and retain faculty of color.
    - 1.7.6 Provide continuing education for faculty to help them effectively engage and teach a changing student body.
    - 1.7.7 Create and support programs and initiatives to purposefully seek out and attract students from under-represented groups.

- 2.1 Slow the rate of growth.
  [Immediate; Office of Enrollment Management]

- 2.7.1 Strategically evaluate freshman orientation programs
  [Short-term; Office of Enrollment Management and Student Affairs]

- 2.7.5 Establish a transfer student resource office.
  [Short-term; Office of Enrollment Management]

- 2.7.7 Expand professional advising programs.
  [Short-term; Office of Enrollment Management]

- 2.7.9 Establish intrusive academic advising and intervention.
  [Immediate; Office of Enrollment Management]
    - 2.7.9.1 Emphasize the importance of timely completion of Student Academic Difficulty Reports. For faculty, submitting these reports is as important as submitting final grades.
    - 2.7.9.2 Use these reports and other data to aggressively intervene with students in academic difficulty. These interventions may include: reaching out to students using targeted, just-in time programming through the Pirate Tutoring
Center; using a free assessment to identify academic problem areas; offering academic recovery programs such as Survivor Workshops for students on academic probation.

- 2.7.9.3 Fully fund the Pirate Tutoring Center and Increase the resources allocated to discipline-specific tutoring programs.

- **2.9.3 Rebuild student support infrastructure and improve accountability.**
  [Immediate; Office of Enrollment Management]
  - 2.9.3.1 Offer potential aid packages to incoming freshmen early in the recruitment cycle.
  - 2.9.3.2 Maintain a student financial services call center staffed for Level 1 and 2 calls year-round, with additional personnel on at peak times.
  - 2.9.3.3 Change registration refund policy to 100% refund on 10th day of classes with no other refund period. This would eliminate confusion and provide students with time to make informed decisions about class schedules. It would also correspond to the financial aid “enrollment freeze date” and minimize students needing to refund large amounts to financial aid after a partial drop of schedule.

- **4.1 Enrollment Management Office recommendations:**
  [Immediate; Office of Enrollment Management and Executive Council]
  - 4.1.1 Create the position of Vice Provost for Enrollment Management reporting to the Provost and serving on the Chancellor’s Executive Council.
  - 4.1.2 Within the office of the Vice Provost for Enrollment Management, create a permanent Enrollment Management Committee to monitor the recommendations of this Task Force.
  - 4.1.3 Staff the office of enrollment management and constituent functions at appropriate levels as determined by national best practices.
  - 4.1.4 Create a joint committee of the leadership of the Enrollment Management Office and the Financial Services Team to ensure a fiduciary-based decision-making process.
  - 4.1.5 Conduct focus groups in order to improve customer service to students and their families.

**Office of Financial Aid**

- **2.9.1 Increase the number and amount of student scholarships and revamp the scholarship awarding process.**
  [Short-term; Academic Affairs, Office of Financial Aid, ECU Foundation]
- **2.9.2 Increase the coordination and information exchange between academic programs and financial aid.**
  [Immediate; Academic Affairs, Graduate School, and Office of Financial Aid]
Office of Institutional Diversity

- 1.7 Increase students and faculty from under-represented groups.
  [Short-term (and ongoing); Office of Institutional Diversity; Academic Affairs; Office of Enrollment Management]
  - 1.7.1 Enhance tutoring, advising, and mentoring services that are well publicized and easily available.
  - 1.7.2 Create a program using upper-division students of color to mentor other students.
  - 1.7.3 Establish sufficient physical facilities to attract and support student activities and interaction.
  - 1.7.4 Increase scholarships and other financial support for students in under-represented groups.
  - 1.7.5 Create, and support initiatives to attract and retain faculty of color.
  - 1.7.6 Provide continuing education for faculty to help them effectively engage and teach a changing student body.
  - 1.7.7 Create and support programs and initiatives to purposefully seek out and attract students from under-represented groups.

Research and Graduate Studies

- 2.6 Create undergraduate research stipends for qualified students
  [Long-term; Faculty Senate, Research and Graduate Studies, and ECU Foundation]
- 3.2.5 Classify existing and new graduate programs by resource intensity and establish differential evaluative processes.
  [Short-term; Research and Graduate Studies]
- 3.3.1 Improve the amount of graduate student support funding and improve the efficiency and timeliness of the processes to allocate these resources.
  [Long-term; Research and Graduate Studies]
  - 3.3.1.1 Support creation of programs and initiatives to increase the diversity of our graduate student population.
  - 3.3.1.2 Determinate and disseminate tuition remission and graduate assistant allocations to programs by November or December for the following Fall.
  - 3.3.1.3 Programs provide Financial Aid with information concerning student-specific financial support no later than March 15 for students expected to be enrolled for the following fall.
  - 3.3.1.4 Permit programs to maintain the flexibility to assign full or partial assistantships and tuition remissions.
  - 3.3.1.5 Permit programs to maintain the flexibility in work tasks of GA’s appropriate to the teaching, research, and service missions of the department and its programs.
3.3.1.6 Require full remissions and GA's in programs where student quality is dependent on providing a nationally-competitive level of student support. The Task Force realizes that this requirement is likely to limit the number of students enrolled in certain programs.

3.3.1.7 Encourage and evaluate innovative ways to increase tuition remissions.

3.3.1.8 Require current programs to identify the top three constraints to growth. These might include the number of tuition remissions, level of assistantship dollars, laboratory or other space, clinical requirements, number and/or quality of faculty, attaining a qualified pool of student applicants, having sufficient library resources, and related factors.

3.3.1.9 Increase awareness across ECU of Academic Common Market programs and devise methods to strategically use those programs to (1) increase the quality of our student body and (2) stretch our tuition remission amounts.

**Student Affairs**

- 1.1 Create and implement focused pre-college programs.
  [Short-term; Student Affairs and Undergraduate Admissions]
- 2.7.1 Strategically evaluate freshman orientation programs
  [Short-term; Office of Enrollment Management and Student Affairs]
- 2.7.6 Increase the capacity of the student counseling services.
  [Short-term; Student Affairs]
- 2.9.4 Assist students in identifying and obtaining on-campus employment opportunities
  [Immediate, Student Affairs]
- 2.10 Expand and enhance programs and support functions in the division of Student Affairs.
  [Short-term; Student Affairs]
  - 2.10.1 Strategically assess the amount of on campus housing that is recommended, based on institutional goals and values. Options should include the appropriate ratio of freshmen, upperclassmen, and graduate student housing.
  - 2.10.2 Collaborate with faculty to ensure opportunities for continued academic engagement in the residence halls to achieve student success.
  - 2.10.3 Partner with academic affairs to assess and enhance living learning communities in residence halls.
  - 2.10.4 Aggressively move forward with planning a comprehensive university center that will create a vibrant atmosphere that supports and enhances student success.
  - 2.10.5 Establish mandatory student programs to disseminate information on student safety, student responsibilities, and the university’s commitment to providing a safe and healthy environment.
Undergraduate Admissions

- 1.1 Create and implement focused pre-college programs.
  [Short-term; Student Affairs and Undergraduate Admissions]
- 1.2 Develop programs targeted to families of first generation college students.
  [Immediate; Undergraduate Admissions and First Year Center]
- 2.2 Admit students with increased academic qualifications.
  [Immediate; Undergraduate Admissions]
  o 2.2.1 Admissions Requirements: First Time/Full Time Freshmen
  o 2.2.2 Admissions Requirements: Transfer Students