

Comprehensive Standard 3.3.1.5 Public Service Related to Mission

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in the following area: community/public service within its educational mission.

Compliance Judgment: In compliance

Narrative

Through ongoing assessment of outcomes of each unit engaged in public service, documentation of the analysis of assessment results to inform improvements, and institution-wide recognition of improvements through the use of assessment results, East Carolina University (hereafter ECU or the institution) is in compliance with the requirements of SACS comprehensive standard 3.3.1.5: public service related to our educational mission.

This narrative contains the following sections to support compliance:

- I. History of Public Service at ECU
- II. Organization of Public Service at ECU
- III. Planning and Assessment of Public Service
- IV. Service to the Community
- V. Community Engagement
- VI. Recognition of ECU's Public Service

Evidence of compliance is described in the narrative that follows and summarized in three tables which are introduced and fully elaborated upon in designated sections provided later in the narrative:

Table 1: Recommendations from ECU Carnegie team

Table 2: Key Public Service Accomplishments 2009-2010

Table 3: Assessment Units and Reports - Public Service

Table 4: Alignment of Assessment Units to Strategic Directions

Table 5: Assessment Methods for Public Service Units

Table 6: Quality Improvement Codes Used

Table 7: Use of Results by Strategic Directions

Table 8: Summary of Use of Results for Public Service Assessment Units

Table 9: Public Service in College/School Strategic Action Plans

Table 10: Service Learning Courses

Table 11: Strategic Directions Stories

The [ECU mission statement](#) is:

To serve as a national model for public service and regional transformation by:

- Preparing our students to compete and succeed in the global economy and multicultural society,
- Distinguishing itself by the ability to train and prepare leaders;
- Creating a strong, sustainable future for eastern North Carolina through education, research, innovation, investment, and outreach;
- Saving lives, curing diseases, and positively transforming health and health care, and
- Providing cultural enrichment and powerful inspiration as we work to sustain and improve quality of life.

I. History of Public Service at ECU

Since 1915, ECU's motto has been *Servire* or "to serve" and the institution's history includes many examples of service to the region and state. ECU's [Regional Development Institute](#) (now incorporated with the [Office of Engagement, Innovation and Economic Development](#)) was established in 1964. Its purpose was to utilize university resources and expertise in a wide variety of collaborative projects with local governments, associated agencies and business enterprises in order to promote and enhance economic development and cultural enrichment of the region. Then, in 1990, ECU's [Volunteer and Service-Learning Center](#) (VSLC) began operation with a mission to support faculty involved in service learning pedagogy, to coordinate community partners, and to facilitate student volunteerism. To strengthen the resources available to students relative to public service, in 2011 the VSLC was moved from the Division of Academic Affairs to the Division of Student Affairs. As described in the job description for the new position of [Director for the VSLC](#), the Center is now located in the Department of Student Involvement and Leadership, and has as its goal the enhancement of the practices of service-learning and community engagement at East Carolina University.

In 2010, ECU's Working Group on Community and Public Service reviewed the [2010 ECU Strategic Action Plan](#) and identified ten objectives related to public service:

- Build upon ECU's engagement mission to develop student leaders who serve their communities.
- Extend leadership development activities to support rural communities and underserved populations.
- Leverage ECU's Carnegie classification to raise awareness of the institution's innovative model for leadership and engagement.
- Expand access to health services for North Carolinians by creating and implementing innovative service models.
- Prioritize and invest in programs that address pressing regional issues.
- Enhance inter-disciplinary and multi-disciplinary collaborations and partnerships with industry, education, government, and communities.
- Enhance social, environmental, and economic vitality by leveraging our core engagement, research, education and outreach enterprises.
- Strengthen regional access to learning opportunities in the arts.

- Partner to improve the preparation of PreK-12 teachers and support arts and humanities education in the public schools.
- Nurture lifelong partnerships to stimulate the local creative economy.

These objectives serve to emphasize ECU's role and commitment to public service, focus public service at ECU, and guide resource allocation for public service.

II. Organization of Public Service at ECU

Although individual units had been collecting unit-specific data prior to 2008, formal institution-wide identification of public service units began in spring 2008 as ECU and its Carnegie Team prepared an application to the Carnegie Foundation for the Community Engagement Classification. As defined in the [Final Report: 2008 Carnegie Team](#), public service includes **engagement** [outreach, partnerships, and academic service (service learning, practica, field or clinical work, and internships)] and **service to the community** [volunteerism, co-curricular service, and extracurricular service].

The report from the ECU Carnegie Team to the ECU Academic Council included a series of recommendations related to public service at ECU. The Council appointed the Engagement Planning Team to address the recommendations and determine action steps. Those recommendations, actions, and results were as follows:

Table 1: Recommendations from ECU Carnegie Team

Recommendation	Action	Result
Make a commitment to foster internal and external collaboration around public service.	Communicate with ECU Engagement Team monthly. Publish information about public service at ECU.	Between August 2010 and May 2012, 21 email reports to Engagement Team; 5 articles in the Daily Reflector, 2 in the News and Observer, 1 on You Tube, 10 articles in ECU news media; Distribution of 100 Engagement and Outreach Scholars Academy and 300 Office of Engagement, Innovation and Economic Development brochures; 78 presentations about ECU public service at national conferences. Initiation of a research study titled "Communicating Engagement."
Develop processes to centralize data collection, analysis and quality improvement.	Review availability of institutional data re: public service and modify when appropriate.	August 2010 establishment of public service assessment units. January -June 2011 review of data bases for faculty public service, funding of public service, and outcomes of unit/institutional public service. March-May 2012 Sedona Task Force revised definitions for the Service area in Sedona. April 2012 Public Service Assessment units agreed to create a data repository for public service in TracDat.
Implement a set of common definitions for terms related to engagement and outreach.	Definitions posted on appropriate websites, distributed to ECU colleges.	Adoption of ECU definitions. Definitions used for the Scholarship of Engagement Award and in the revisions to the tenure and promotion guidelines.

Recommendation	Action	Result
Address faculty, staff and student development and recognition needs.	Develop Academies and symposia to educate faculty and students about community engagement.	Since spring 2009, 40 faculty & 48 student graduates of Engagement & Outreach Scholars Academy; Three Scholarship of Engagement Symposiums; Continuation of Service Learning Conference; Scholarship of Engagement Award established & awarded 2011 and 2012; Tenure and Promotion polices revised to include the scholarship of engagement. In 2011 the ECU EC Scholars joined the Engagement and Outreach Scholars Academy through the EC Scholars Research Internship . These ten undergraduate students participated in an academic class focused on engaged scholarship and partnered with EOSA faculty and graduate students to conduct engaged research. In 2012, the ECU Leadership Collaborative and the new Office of Public Service and Community Relations began discussions of about the linkages between public service and leadership development at ECU. As described in the Leadership Newsletter , the 2012 Fall Leadership Forum will focus on servant leadership and will tie public service and leadership together.
Implement a model that coordinates, evaluates and develops quality improvement plans for public service.	Review & revise current ECU infrastructure as part of SACS Reaffirmation Process.	In March 2012 the Office of Public Service and Community Relations was created and place in the Chancellor's Division. The Director implemented 3 initiatives: the development of an Enterprise Model to form the basis of the office, listening sessions to inform strategic action plan development, and a Monitoring and Measuring Community Engagement Workshop on June 11, 2012.
Provide a mechanism for community feedback about public service	Planning for Public Listening Sessions underway.	In March 2012 due to ECU reorganization, Community Relations was integrated into the Office of Public Service and the first community listening sessions will begin in August 2012.

In 2012 ECU created (within the Chancellor's Division) the [Office of Public Service and Community Relations](#). The purpose of this office is to coordinate ECU's public service efforts. The office is responsible for strategic planning, strategic assessment, and quality improvement of the university's public service endeavors. The office provides a centralized administrative infrastructure and works with senior administration, deans and directors, faculty, staff, and students to develop a collaborative environment in order to accomplish ECU's public service mission.

The Office of Public Service and Community Relations developed a process for input into an ECU Strategic Action Plan for Public Service. The plan was based on feedback from a series of focus groups to develop strategic goals, objectives and operational strategies. The participants in these focus groups included faculty and staff from three [listening sessions](#), members of the 2012 Student Engagement and Outreach Scholars Academy, the staff from the Volunteer and Service Learning Center, and members of the Faculty Service Learning Committee. An analysis of [focus group data](#) identified four core processes (Development of faculty/staff/community, Community Relations, Quality Improvement, and Marketing) and six enabling processes (measuring, monitoring, communicating, integrated planning, problem solving, and risk management) for the new office.

III. Planning and Assessment of Public Service

Prior to 2010, public service units and colleges reported their public service activities through unit annual reports. Examples of annual reports include: Research and Graduate Studies [2007](#), [2008](#) and [2009](#), the Harriot College of Arts and Sciences ([HCAS 2009-2010 Annual Report](#)), College of Human Ecology ([CHE 2009-2010 Annual Report](#)), the College of Fine Arts and Communication ([CFAC Annual Report 2009-2010](#)), and the Health Sciences Division ([HSD Annual Report 2009-2010](#)). Examples of key accomplishments from the 2009 reports are summarized in the table below.

Table 2: Key Public Service Accomplishments 2009-2010

Division/College	Key Public Service Accomplishments 2009/2010
Division of Research and Graduate Studies	<ul style="list-style-type: none"> • Center for Sustainable Tourism conducted three national webinars for tourism businesses on energy conservation and renewable energy • Center for Health Disparities involved in over 50 community health education activities across 22 counties • ECU Outreach Network assisted 9 communities in grant development
Harriot College of Arts and Sciences	<ul style="list-style-type: none"> • Faculty implemented and evaluated a project to train Latino community lay health advisors • Provided testing for over 43,000 students via the North Carolina Early Mathematics Placement Testing Program • Sponsored Peace.Love.Pirates.Cure, a cancer awareness fair
College of Human Ecology	<ul style="list-style-type: none"> • Registered dietitians Elizabeth Wall-Bassett and Nancy Harris and their students are helping the Commonwealth of Dominica develop a sustainable strategy on public health • Roman Pawlak, assistant professor of nutrition, recently conducted nutrition seminars with Polish-Americans in Chicago. Polsat 2, a global Polish media network, captured this story about Dr. Pawlak and aired it on the news program "Oblicza Ameryki" (Faces of America) • Professor Hunt McKinnon's interior design sophomore studio class recently completed renovation designs for historic retail buildings in Downtown Rocky Mount, N.C. The class worked closely with the city's development manager and citizens to create trendy new plans for the buildings
College of Fine Arts and Communication	<ul style="list-style-type: none"> • East Carolina University School of Music and St. Paul's Episcopal Church partnered in 2009 to bring organist Andrew Scanlon to Greenville to teach organ and sacred music at ECU and serve as organist-choirmaster at Saint Paul's Episcopal Church • The Suzuki Outreach Program at Wahl-Coates Elementary School in

	Greenville at the Bath Elementary School in Bath was started to give the at-risk four year olds there an opportunity to study the violin
Division of Health Sciences	<ul style="list-style-type: none"> • The East Carolina Center for Nursing Leadership (ECCNL) received a \$20,000 BB&T Leadership Enhancement Grant to support student leadership development. The ECCNL has worked extensively in Onslow, Jones, Greene and Lenoir counties through rural nursing councils as part of the RWJ/NWHF PIN project grant to build leadership capacity in nursing • The first three Community Service Learning Center sites were identified last year and our ECU facilities team and an architectural firm are creating a master design for our Community Service Learning Center sites

Formalized assessment plans with quality improvement strategies for public service units were first developed in 2010. To verify that all units responsible for public service were included in the assessment process, the inventory of Centers and Institutes was checked against the reports of Deans and Directors. A Public Service Working Group was formed to review the inventory and provided justification for any centers/institutes that were not appropriate for inclusion in the assessment processes related to Public Service. ECU’s Institutional Planning, Assessment and Research staff reviewed the missions of units on campus and compared the missions to the definition for public service. As noted in [Table 3: Assessment Units and Reports - Public Service](#) there is currently a total of 22 public service units identified through these processes and that are accountable for their own quality improvement (in contrast to those that are evaluated as a part of a larger unit). This table provides a link to each unit’s assessment report (including outcomes, means of assessment, criteria for success, results, and actions taken). Twenty one of those represent the units originally identified by the Public Service Working Group. In 2012 the North Carolina Coastal Studies Institute was removed from ECU’s inventory of public service assessment units due to a UNC system presidential mandate, described in a [letter from UNC System President, Thomas Ross](#). In March of 2012 the new office of Public Service and Community Relations was established. Therefore, there are 22 public service units currently in the ECU inventory.

By spring 2011, 22 Public Service Assessment Plans were completed using a standard template and then evaluated using the following process: 1) Dyads from the Public Service Working Group reviewed the plan of another unit and provided feedback, 2) After revisions in response to the review, the plans were sent to the unit head for review and editing, 3) A final edit was completed and sent to the appropriate vice chancellor for approval. Approved plans were then sent to the Institutional Planning, Assessment and Research Outcomes Assessment Coordinator for entry into TracDat, the ECU data repository system.

In June 2011 and April 2012, the public service assessment units met to review the TracDat data and discuss areas of improvement and modifications to the assessment plans. Modifications were then recorded in TracDat, used to continue the assessment process reported below, and inform ECU’s new Public Service and Community Relations Strategic Action Plan. Subsequent to the June and April meetings, all public service assessment units met with the chair of the Public Service Working Group to discuss their assessment and quality improvement implementation timelines. The Public Service Assessment Units’ Plans demonstrate alignment to the ECU strategic directions as reported in [Table 4: Alignment of Assessment Units to Strategic Directions](#).

The means of assessment utilized by the 22 public service units included (as appropriate): frequency counts, registration/attendance records, number and type of publications/presentations/grants,

pre/post tests, changes in wait lists, review of minutes/charts, annual reports, evidence of professional development, surveys, and logic models. These approaches, in the collective, demonstrate a broad range of assessment methods as illustrated in [Table 5: Assessment Methods for Public Service Units](#).

[Table 3: Assessment Units and Reports – Public Service](#) for community/public service units for the past two cycles indicate that 100% of the 22 stand-alone service units completed formalized assessment plans in spring 2011 and 2012.

The Public Service Working Group members reviewed assessment data and identified the types of changes implemented for ongoing quality improvement. These changes (as appropriate) were then identified through codes: Revised Service, Revised Process, Implemented New Policy, Implemented New Process, Informed Resource Allocation, Changed Assessment, Changed Criteria, Consultant/Contractual Labor, Development/Training, Other, and No Action Reported. From 2010 to 2012, 22 public service units recorded improvements based on a [uniform coding system](#), with the most common change identified as a Revised Service. [Table 6: Quality Improvement Codes Used](#) summarizes the quality improvement codes by unit.

Based on ECU’s mission-intent strategic directions, the Public Service Assessment Working Group developed a process for selecting representative examples of how assessment results were used to improve public service. The Chair of the Working Group and a data analyst reviewed the reports for 2010/2011 and 2011/2012 and selected examples within each of the five strategic directions. This emphasizes the integration of the public service units and the ECU mission and strategic directions.

Table 7: Use of Results by Strategic Directions

Strategic Direction	Assessment Unit	Use of Results
Education for a New Century	The Center for Science, Math and Technology (now the Center for STEM Education) works with teachers and organizations to support STEM education and careers.	In 2011 the Center used the assessment process to inform resource allocation to programs and grant projects such as an ITEST grant for Stem education through robotics support for girls, and a NIH FoodMASTER grant to support mathematics and science education using food.
The Leadership University	The Center for Nursing Leadership completed and expert review of the Leadership Education Model and embedded it into the proposed undergraduate nursing curriculum.	In 2012 the Center will pilot test the model in a nursing course in the fall to determine how well it improves leadership skills in participants.
Health, Health Care and Medical Innovation	The NC Agromedicine Institute implemented AgriSafe clinics and Certified Safe Farm programs.	In 2011 the increase in Institute programs resulted in 36 certifications resulting in a collaborative prevention/intervention program that increased agricultural occupation safely and health.

Strategic Direction	Assessment Unit	Use of Results
Economic Prosperity in the East	Small Business Institute partners students from the College of Business with the regional small business community to improve the effectiveness of the business while expanding the educational experience for ECU students.	In 2011 the Institute added assessment methods and criteria to determine the effectiveness of this experiential learning for the students.
Arts, Culture and Quality of Life	The Center for the Liberal Arts uses the Hariott Voyages of Discovery series to assist in the development of a culturally vibrant service region.	In 2012 the Center increased attendance in 2011/2012 by 684 participants due to a change in marketing strategies.

While the full inventory of assessment plans (including results and actions) is contained in Table 3, select examples highlighting the variety and creativity employed in the use of results to improve public service at ECU are summarized in [Table 8: Summary of Use of Results for Public Service Assessment Units](#). The chosen examples range from implementation of new policies and procedures to revision of previous ones. Other examples focus on new types of services or requests for additional resources.

Periodic review of public service units that are also research centers and institutes is mandated by ECU's [Centers and Institutes policy](#) governing the establishment and continuation of centers and institutes. To date, the committee has reviewed and made recommendations for all new centers and institutes. In addition, the committee considers requests for changes, e.g., name change or reporting structure change. Those centers and institutes located within the Division of Research and Graduate Studies submit an annual report that forms the basis of an annual review by the Vice Chancellor for the Division. In addition, external review has been conducted for the largest of these entities (Institute for Coastal Science and Policy) and several related centers (RENCI@ECU and the Center for Sustainable Tourism). In this particular review [Dr. Susan Avery, President and Director of Woods Hole Oceanographic Institute](#), provided valuable feedback on the performance and organization of ECU's coastal studies capacity. Reviews of centers and institutes outside of the Division occur on an ad hoc basis within the appropriate college or division.

In addition to the public service assessment units, College/School Strategic Action Plans include public service. The following table summarizes the colleges/schools that reported assessment data, public service goals, and public service objectives in the ECU Strategic Action Plan.

Table 9: Public Service in College/School Strategic Action Plans

Strategic Direction	Strategic Objective	College Plans Addressing Objective
The Leadership University	Build upon ECU's engagement mission to develop student leaders who serve their communities	College of Business College of Education

	Extend leadership development activities to support rural communities and underserved populations	College of Business College of Education Thomas Harriot College of Arts and Sciences
	Leverage ECU's Carnegie classification to raise awareness of the institutions' innovative model for leadership and engagement	College of Business
Health, Health Care and Medical Innovation	Expand access to health services for North Carolinians by creating and implementing innovative service models.	Center for Health Disparities Research
Economic Prosperity in the East	Prioritize and invest in programs that address pressing regional issues.	College of Business College of Education College of Nursing Harriot College of Arts and Sciences College of Technology and Computer Science
	Enhance Inter-disciplinary and multi-disciplinary collaborations and partnerships with industry, educations, government, and communities.	College of Human Ecology College of Business Harriot College of Arts and Sciences
	Enhance social, environmental, and economic vitality by leverage our core engagement, research, education and outreach enterprises.	College of Business
Arts, Culture and Quality of Life	Strengthen regional access to learning opportunities in the arts.	College of Fine Arts and Communication
	Partner to improve the preparation of PreK-12 teachers and support arts and humanities education in the public schools.	College of Fine Arts and Communication
	Nurture lifelong partnerships to stimulate the local creative economy.	College of Fine Arts and Communication College of Human Ecology

IV. Service to the Community

ECU faculty, staff, and students perform service to various communities through continuing education, co-curricular service, extra-curricular service, and volunteerism. Programs relating to continuing education, co-curricular service, and extracurricular service are described in [Comprehensive Standard 3.4.2](#). ECU faculty volunteer in the community, and this data is reported in [Sedona Service Data](#) (Sedona is the database faculty use to report annually on their activities) as *community service activities*. In addition to community service activities conducted in the previous academic year, the 2011-12

Annual Reports Summary: Service describes professional service activities and service to the university.

Based on a [summary of Sedona service data](#) from 2009-2012, the most frequently reported activities were categorized as “other” which included professional development workshops for the public, coordinating children’s programs, participation in community health screenings, mentoring minority students who are interested in ECU, etc.

ECU’s [Servire Society](#) recognizes faculty, staff, and students who have committed 100 or more hours of volunteer service to the community external to ECU during the period from January through December. From 2008-2012 [Servire Society inductees](#) total 203. All inductees receive a formal Certificate of Recognition and a specially-designed pin as symbols of having been selected for membership. The Servire committee has discussed ways to improve its outreach in order to engage more individuals. In 2012 the committee solicited nominations using additional web sites, email addresses, and new media. The committee invited former faculty and staff inductees to a reception to encourage submission of a new membership application. Based on a trend analyses of [Servire Society inductees by year](#), student numbers have fallen since 2009. The Servire committee believes that the number of students who serve the community has not necessarily changed, rather fewer are applying for Servire recognition. The committee is reviewing strategies to increase student applications.

V. Community Engagement

Partnerships

Baseline data on ECU community partnerships were collected for the [Carnegie application](#) for the Community Engagement Classification. In 2011 the Public Service Working Group reviewed the fifteen campus-community partnerships included in the Carnegie application and found fourteen partnerships still in existence ([partnership grid](#)). The Public Service Working Group considered the role of the scholarship of outreach and engagement (SOE) in ECU’s mission of public service, the development of sustained partnerships, and the education of graduate students. The working group identified the [ECU Engagement and Outreach Scholars Academy \(EOA\)](#) (located within the Chancellor’s Division) as a major contributor to the SOE. The Academy prepares faculty and students to partner with external communities and to conduct research on issues important to the communities. [EOA engaged research projects](#) involve Academy faculty and graduate students and are directly related to ECU’s mission and strategic action plan. By the spring of 2012, 41 faculty instituted community-built research projects with 46 [EOA community partners](#). These projects directly addressed issues identified by communities and resulted in scholarly products including 30 published manuscripts, 127 presentations, and 7 grant applications. ECU acknowledges the work of faculty in engaged research through the institution’s [Scholarship of Engagement Award](#). This award recognizes achievement in the scholarship of engagement and provides a sustained commitment to partnered scholarly endeavors with communities.

Outreach

ECU’s [Office of Engagement, Innovation and Economic Development](#) (OEIED) is the primary university administrative unit charged with aligning and engaging ECU’s resources to foster growth in industry sectors that can: bring new jobs and financial investment to eastern North Carolina, drive successful and sustainable economic transformation, and provide critically needed resources and direct technical assistance to underserved, limited-resource, limited-capacity communities.

Academic Service

ECU has an active group of faculty focused on using service-learning (SL) as a pedagogical tool. [Service-learning](#) is a method of instruction that has the dual benefits of meeting academic course objectives and helping students develop a greater sense of engagement and social responsibility. A 2008 [Faculty Senate resolution](#) (approved by the Chancellor) established a SL course designation when a faculty member documented that the course met the following criteria:

- Integrated the service with course content. The service component should support the academic focus of the course.
- Involved students in service that meets community needs. Provided structured opportunities for reflection such as student writing assignments, discussions, presentations, or journals.
- Provided clear explanations (in the syllabus) of both academic and service expectations and how the performance in the course will be graded.
- Clarified that while service is an integral part of the course, academic credit is directly tied to the demonstration of learning.

The following table reports the breakdown of ECU's [designated service learning courses](#) and a [snapshot of student service-learning courses](#).

Table 10: Service-Learning Courses

	Students	Sections	Faculty	Departments	Service-Learning Designated	Graduate Sections	Undergrad Sections	D.E. Sections
2007-2008	1,645	80	24	14	N/A	0	80	3
2008-2009	1,167	53	20	10	N/A	2	51	2
2009-2010	1,145	52	20	13	9	4	48	5
2010-2011	2,408	62	27	13	12	3	59	3

Prior to 2009, faculty members self-identified a course as service-learning and simply registered their course with the Volunteer and Service Learning Center. As a result of the 2008 Faculty Senate resolution referenced above, ECU implemented a formally articulated service learning course designation in 2009. Clarified and specific criteria explain the reductions in numbers, but Service-Learning designated courses now are more consistently and demonstrably identified.

In addition to service learning, students are engaged in curricular service to the community through practica, fieldwork, and clinical placements. These activities are covered in [Comprehensive Standard 3.4.7](#).

ECU supports the involvement of undergraduate students in public service and has administered the National Survey of Student Engagement (NSSE) multiple years. The NSSE is a widely used instrument that measures the degree of engagement of college undergraduates in a broad range of activities and

experiences during their freshmen and senior college years, and the [NSSE Results by Domain and Year Related to Community/Public Service and Institutional Effectiveness \(SACS Principle 3.3.1.5\)](#) summarizes the most recent data. The most current ECU mean results from 2012 are compared to results from [Southeast Public institutions](#) and from institutions in the same [Carnegie Class](#). In 2012 18% of responding freshman year students frequently participated in service learning or community-based projects during a given year, and 92% participated in community service or volunteer work. By their senior year, 25% of responding students have participated in service learning or community based projects, and 84% have participated in community service or curricula related volunteer work.

The Faculty Survey of Student Engagement (FSSE) is designed to collect data on how faculty perceive the community engagement of their students, the significance of different learning and growth areas, faculty-student relations, and time-management skills of the faculty member. The FSSE was conducted at ECU for the first time during Spring 2009 with 295 out of 695 faculty responding. According to a summary report of faculty respondents on the [Faculty Survey of Student Engagement](#), 18% of freshman year students contributed often or very often to the welfare of the community; by their senior year, 35% of students contributed. Faculty respondents perceived 12% of freshmen year students participated in community based learning, they perceived 27% of senior year students participated.

VI. Recognition of ECU's Public Service

ECU's public service activities contribute in many ways to student learning outcomes and have positive community impacts. The [Telling Our Story](#) initiative collects and stores published articles related to each strategic direction and ECU's public service mission. Representative stories related to public service and outreach are listed in the following table:

Table 11: Strategic Directions Stories

Unit	Story Title and Link
Education for a New Century	
COE - Center for Science, Math, & Technology	Camp Hopes to Fuel Science, Math Interest in STEM2 Girls
SODM - Office of Clinical Affairs	Dental School Receives Federal Grant for Telemedicine
The Leadership University	
COE - AmeriCorps/Project Heart	Project HEART helps Teens Aim Higher
Chancellor's Division - Office of Public Service and Community Relations	Engaged. Students Learn Through Public Service
Economic Prosperity in the East	

TECS - Center for Innovation in Technology and Engineering	Reaching Out. ECU Faculty Partner with Region on Technology
Division of RGS - Engagement, Innovation & Economic Development	ECU Partnership Stimulates Economic Development Across the Region
Health, Health Care & Medical Innovation	
BSOM - Pediatric Healthy Weight Research and Treatment Center	Take Off 4-Health Camp Provides Tools for Healthy Living
SODM - Office of Clinical Affairs	ECU Receives Grant for Dental Centers in Ahoskie, Elizabeth City

[Comprehensive Standard 3.4.2](#), Continuing Education/Public Service includes additional information pertinent to public service and not duplicated elsewhere in this narrative.

Through the achievement of the focal point of our mission statement, “to serve as a national model for public service,” East Carolina has obtained national recognition for our work in community and public service. ECU has been a member of [Campus Compact](#) since 2003 and is recognized for its work in service learning and civic engagement. In 2008 the Carnegie Foundation awarded ECU the [Community Engagement Classification](#) in recognition of ECU’s public service accomplishments identified in the institution’s [Carnegie application](#). In 2010 ECU was invited to join the [National Outreach Scholarship Conference \(NOSC\) membership](#), the first non-land grant institution to become a member as articulated in the [NOSC Memorandum of Understanding \(MOU\)](#). The state of North Carolina recognized ECU faculty with the University of North Carolina system [Board of Governors Public Service Award](#) in [2008](#) and [2011](#). This award serves to identify, encourage, recognize, and reward distinguished public service and outreach by faculty across the university system, of which ECU is a constituent institution. The Lucille W. Gorham Intergenerational Community Center (created through a partnership of East Carolina University, the City of Greenville, Pitt Community College, and multiple community partners) submitted a [Magrath Application](#) for review, and in May of 2012, ECU received [notification](#) that the partnership was a regional finalist for the [C. Peter Magrath Community Engagement Award](#), which recognizes the outreach and engagement partnership efforts of four-year public universities.

Summary

In summary, it is clearly demonstrated that ECU is a national model for public service and regional transformation for the following reasons:

- The infrastructure to support public service including a dedicated ECU Office of Public Service and Community Relations housed in the Chancellor’s Division

- Evidence of systematic planning and ongoing quality improvement of public service
- The impact of ECU's public service on the region
- Regional and national recognitions from Campus Compact, UNC Board of Governors, the Association of Public and Land Grant Universities, Carnegie Foundation

ECU meets its public service mission through engagement (academic service, outreach and partnerships) and service to the community (co-curricular service, extracurricular service and volunteerism). Twenty-two public service assessment units implemented an assessment planning process and recorded quality improvement measures. In addition to these units, ECU's public service mission is addressed through continuing education, colleges, schools, and other units as reported in 3.4.2. Assessment at the institutional level is a demonstrated priority, and the new Office of Public Service and Community Relations is accountable for evaluating data and documenting institutional quality improvement measures and commensurate quality improvement relative to public service.

Documentation:

Reference Title	Location
2007 RGS Annual Report	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/2008-RGS-annual-report.pdf
2008 Board of Governors Public Service Award	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/2008.pdf
2008 RGS Annual Report	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/2008-RGS-annual-report.pdf
2009 RGS Annual Report	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/2009-RGS-Annual-Report.pdf
2010 ECU Strategic Action Plan	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/2010_ECU_Strategic_Action_Plan-2.pdf
2011 Board of Governors Public Service Award	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/2011.pdf
Board of Governors Public Service Award	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Board%20of%20Governors%20Public%20Service%20Award.pdf
C. Peter Magrath Community Engagement Award	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/C.%20Peter%20Magrath_Kellogg%20Award.pdf
Camp Hopes to Fuel Science, Math Interest in STEM2 Girls	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Girls%20STEM%20Camp%207-22-11.pdf
Campus Compact	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/North%20Carolina%20Campus%20Compact.pdf
Carnegie Application	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Carnegie%20Application.pdf
Carnegie Class	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/ECU%20NSSE%202012%20Carnegie%20Class.pdf

Centers and Institutes Policy	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Executive-Audit%20Comm%20%202-24-06.pdf
CFAC Annual Report 2009-2010	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/CFACAnnual%20Report.docx
CHE 2009-2010 Annual Report	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/CHE%20Annual%20Report.doc
Community Engagement Classification	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Community%20Engagement%20Classification.pdf
Comprehensive Standard 3.4.2	https://collab.ecu.edu/cmte/sacs/Compliance%20Readiness%20Council%20Reports/ComprehensiveStandard3.4.2.docx
Comprehensive Standard 3.4.7	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Comprehensive%20Standard%203.4.7.pdf
Dental School Receives Federal Grant for Telemedicine	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Dental%20School%20Grant%206-21-12.pdf
Designated Service Learning Courses	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Course%20Listing%20SL.xls
Director for the VSLC	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Director%20VSLC.doc
Dr. Susan Avery, President and Director of Woods Hole Oceanographic Institute	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/ICSP_REVIEW_AVERY_2012.pdf
EC Scholars	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/ECU%20EC%20Scholars.pdf
EC Scholars Research Internship	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/EC%20Scholars%20Research%20Internship.doc
ECU Engagement and Outreach Scholars Academy (EOSA)	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/ECU%20Engagement%20and%20Outreach%20Scholars%20Academy.pdf
ECU Mission Statement	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/ECU%20Mission%20Statement.pdf
ECU Partnership Stimulates Economic Development Across the Region	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Stimulate%20Economic%20Development%2010-4-11.pdf
ECU Receives Grant for Dental Centers in Ahoskie, Elizabeth City	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Dental%20centers%20grant%201-24-11.pdf
Engaged. Students Learn Through Public Service	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Scholarship%20Academy%205-14-12.pdf
EOSA Community Partners	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Engaged%20partnerships.pdf
EOSA Engaged Research Projects	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Engaged%20Research%20Projects.xlsx
Faculty Senate Resolution	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Senate%20resolution%20SL%20designation.tx

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Final Report: 2008 Carnegie Team	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Final%20Report.pdf
Focus Group Data	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Analysis%20of%20Data.docx
Faculty Survey of Student Engagement	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/FSSE.pdf
HCAS 2009-2010 Annual Report	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/HCAS%20annual%20report.doc
HSD Annual Report 2009-2010	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/HSD%20Annual%20Report.pdf
Leadership Newsletter	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/leadership_Newsletter_Spring2012.pdf
Letter from UNC System President, Thomas Ross	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Ross%20Visit%20Letter%20March%2009%202012.pdf
Listening Sessions	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Listening%20Sessions.pdf
Magrath Application	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Magrath%20Application%202012%20FINAL%20202.doc
National Outreach Scholarship Conference Membership	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/National%20Outreach%20Scholarship%20Conference%20Membership.docx
NOSC Memorandum of Understanding	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/NOSC%20MOU.pdf
Notification	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Magrath%20notification.doc
NSSE Results by Domain and Year Related to Community/Public Service and Institutional Effectiveness (SACS Principle 3.3.1.5)	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/NSSEbySACSprinc-3-3-1-5-(2012).pdf
Office of Engagement, Innovation and Economic Development	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Office%20of%20Engagement,%20Innovation%20and%20Economic%20Development.pdf
Office of Public Service and Community Relations	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Public%20Service%20and%20Community%20Relations.pdf
Partnership Grid	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Partnership%20Grid.xls
Project HEART helps Teens Aim Higher	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Project%20Heart%202010-31-11.pdf
Reaching Out. ECU Faculty Partner with Region on Technology	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Reaching%20Out%2020-20-12.pdf
Regional Development Institute	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Regional%20Development%20Institute.pdf

Scholarship of Engagement Award	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Scholarship%20of%20Engagement%20Award.pdf
Sedona Service Data	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Sedona%20Service%20Data%20Service%20Activity%20x%20College.pdf
Service Learning	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Service%20Learning.pdf
Servire Society	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Servire.pdf
Servire Society Inductees	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Servire%20Society%20Inductees.pdf
Servire Society Inductees by Year	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Servire%20%20inductees%20by%20year.docx
Snapshot of Student Service-Learning Courses	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Snapshot%20of%20Student%20Service.docx
Southeast Public Institutions	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/ECU%20NSSE%202012%20Southeast%20Public.pdf
Summary of Sedona Service Data	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Summary%20Frequency%20Count.pdf
Table 3: Assessment Units and Reports - Public Service	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Table%201%20Assessment%20Units%20Public%20Service.xls
Table 4: Alignment of Assessment Units to Strategic Directions	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Table%203%20Alignment%20of%20Assessment%20Units%20to%20Strategic%20Directions%20-%20Public%20Service.xls
Table 5: Assessment Methods for Public Service Units	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Assessment%20Methods%20Public%20Service%20April%2027%202012.xls
Table 6: Quality Improvement Codes Used	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/PS%20Summary%20of%20QI%20Codes%20Used.xls
Table 8: Summary of Use of Results for Public Service Assessment Units	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Table%202%20Summary%20of%20Use%20of%20Results%20Public%20Service%20Assessment%20Units.xlsx
Take Off 4-Health Camp Provides Tools for Healthy Living	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Take%20Off%204%20Health%20Camp%209-20-11.pdf
Telling Our Story	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Telling%20Our%20Story.pdf
Uniform Coding System	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Uniform%20Coding%20System.docx
Volunteer and Service-Learning Center	https://collab.ecu.edu/cmte/sacs/CorrespondingDocuments/3.3.1.5/Volunteer%20and%20Service%20Learning%2

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