College of Human Ecology 2014-2019 Strategic Plan

Mission
The College of Human Ecology will be recognized as the national model for creating professional leaders who enhance the well-being of people and communities through student success, public service, and regional transformation efforts.

Commitment 1: Maximize Student Success

University Action 1.3: We will improve retention and graduation rates. We will retain and graduate students at a rate that is consistently higher than our peers.

Unit Objective 1: CHE will implement practices to increase undergraduate student retention and graduation rates.

Metrics:
1. Percentage of CHE faculty utilizing the student early alert system
2. Percentage of C, D, F, and W grades in gateway courses for CHE majors
3. Percentage of students reporting high levels of satisfaction with academic advising
4. Number of student credit hours required for graduation in each CHE program.
5. Increase in college graduation rates

Unit Actions:
1. Increase percentage of CHE faculty utilizing the student early alert system (e.g., Starfish) to 98% within two years.
2. Identify key bottleneck gateway courses for each major, track course passing rates, and provide academic support to improve student success in these courses.
3. Within two years 95% of all CHE undergraduate majors who are assigned to a professional advisor will indicate strong levels of satisfaction on exit surveys.
4. Within two years, all CHE units will have reduced the credit hours required for degree completion to 120 SCH for undergraduates through curricular updates and learning outcome assessment.
5. Provide students with additional options of pursuing alternative tracks/majors that have intentionally been designed to not require additional credit hours, or result in a loss of credit hours, in student progression. For example, undergraduate students not passing portfolio review (and thus unable to enter higher level Interior Design courses) can switch from Interior Design to Merchandising without having to pursue additional credit hours. Similarly, students in Nutrition can switch track from Dietetics to the new Nutrition Science track.

University Action 1.4: We will radically improve accessibility for key student populations. We will grow transfer enrollment by 5 percent each year. We will be the top university in North Carolina for active military and veterans. We will establish targeted programs supporting seamless transitions to ECU for active military, veterans, and transfers. We will encourage the return of “part-way home” students to complete their degrees.

Unit Objective 2: We will grow transfer enrollment from the community colleges.

Metric:
1. Number of community college articulation agreements.
Unit Action:
1. Collaborate with feeder schools to develop articulation agreements to remove transfer credit barriers. Increase these articulation agreements by 5% each year. CHE currently has 18 articulation agreements.

Unit Objective 3: We will strengthen accessibility for key student populations.

Metric:
1. Number of online degree programs.

Unit Action:
1. We will increase the number of online degree programs by 50% over 5 years by revising existing face-to-face programs for online delivery. We currently have two online undergraduate degree programs and four online graduate degree programs.

University Action 1.7: We will reflect a global workplace and society by diversifying our faculty, staff, and students. We will increase international students, provide U.S. students with more opportunities to study abroad, increase those with competency in a second language, and significantly expand the number of global classrooms to connect diverse cultures to instructional opportunities.

Unit Objective 4: Work with Academic Affairs and the Graduate School to actively recruit international students and attracting international scholars to CHE.

Metric:
1. Increase in number of international students and scholars.

Unit Actions:
1. Participate in international conferences to recruit international students and scholars, seeking an increase of 1% in scholar recruitment each year.
2. Create articulation and/or bilateral agreements with universities located in other countries to increase international students by 10% each year.

Unit Objective 5: Create an inclusive climate for faculty, staff, and students that embraces diversity.

Metric:
1. Levels of satisfaction on the diversity survey

Unit Action:
1. Support diversity through social events, support groups, global and domestic diversity courses, and seminars for diversity training.

Commitment 2: Serve the Public

University Action 2.1: We will inspire our students to be engaged citizens and innovative leaders.

Unit Objective 6: Students will participate in community service, undergraduate research and creative activity.

Metrics:
1. Documented and validated hours of student engagement through organizational, classroom, and internship activities, including VSLC data and internship affiliations
2. Documented participation at ECU Research and Creative Activity Week forum
3. Number of student research funding awards
4. Number of student derived research and creative activity products
Unit Actions:
1. Students will collectively participate in at least 100,000 community service and engagement hours each academic year, with a focus on aiding diverse and underrepresented populations, through participation in classroom service-learning projects and student internship activities, as well as student organization activities.
2. Our students will participate in the annual ECU RCAW presentations. We will increase the number of participants annually by 10%.
3. Students will routinely pursue institutional funding, under the guidance of faculty members, to support research projects. We will increase the number of student applications annually by 10%.
4. Students will participate in the research process, under the guidance of faculty members, to increase the number of student-derived scholarly products by 5% annually over five years. CHE increased the number of undergraduate and graduate student derived products (manuscripts, presentations, awards) to 141 products in FY14.

Unit Objective 7: CHE faculty will pursue external funding designated for student support for research.

Metric:
1. Number of externally funded undergraduate research stipends and graduate assistantships acquired each year.

Unit Action:
1. CHE will increase support for undergraduate and graduate research by 5% annually over five years by pursuing undergraduate/graduate training awards from ECU, alumni outreach, corporate partnerships, and public entities, and external funding from corporate, state, and federal grants. In 2014, CHE acquired approximately $100,000 per year in UCRA and other grant awards to support student research.

University Action 2.5: We will be a portal to serve the lifelong learning needs of North Carolina and our region. We will target professional development, continuing education, and lifelong learning opportunities that support the needs of the region’s people and businesses.

Unit Objective 8: CHE faculty will conduct courses and seminars to serve the lifelong learning needs of North Carolina and other regions of the world.

Metric:
1. Number of professionals and other non-students participating in CHE professional development, continuing education, and other lifelong learning opportunities

Unit Action:
1. CHE will increase by 2% each year the number of participants in the School of Social Work continuing education seminars; in the Department of Child Development and School of Social Work’s Positive Parenting Training; in the Medical Family Therapy’s integrated care services with Vidant’s Corporate Health Center and Employee Clinic, and in the School of Hospitality Leadership’s Certified Hospitality Educator workshops.

Commitment 3: Lead Regional Transformation

University Action 3.2: ECU will grow innovative and market-driven graduate programs that respond to regional challenges and opportunities.

Unit Objective 9: We will grow graduate programs that reflect work-force needs.

Metric:
1. IPAR graduate enrollment data to determine growth and graduate programs and Bureau of Labor Statistics Occupational Outlook to identify work-force needs

Unit Action:
1. CHE has been one of the few colleges to achieve significant growth in graduate programs. We will continue to grow graduate enrollment in professional programs with positive growth trajectories by 5% over 5 years through collaboration with the Graduate School in key marketing efforts including graduate school fairs and Google Ads.

University Action 3.3: We will dramatically expand ECU’s research enterprise by investing in the people, tools, and facilities needed to conduct mission-driven research.

Unit Objective 10: CHE will expand ECU’s research enterprise by increasing external funding through federal agencies and foundations.

Metric:
1. Institutional data on grant submissions, awards, and indirects

Unit Actions:
1. CHE will increase the number of grant submissions by 10% each year by offering grant-writing support and grant submission through a professional grants administrator and funding the CHE interdisciplinary grant competition.
2. CHE will increase and sustain external funding to over $2M/year by 2020 by providing a professional grants administrator who can edit grants, write grant budgets, and ensure grant proposals align with the RFPs, and facilitate collaboration with other colleges.
3. CHE will double indirect recovery to the college in three years with a grant administrator in place who will ensure that appropriate and maximum indirects are requested with every grant submission.

University Action 3.6: We will secure ECU’s position as a leader in addressing North Carolina’s educational challenges.

Unit Objective 11: CHE will increase the educational quality in Birth-Kindergarten classrooms, in collaboration with College of Education’s efforts to be a leader in teacher preparation.

Metrics:
1. Number of licensed teachers and licensure-only candidates in non-public school sites across eastern North Carolina enrolled in the Early Educator Support, Licensure and Professional Development (EESLPD) program.
2. Number of Birth-Kindergarten teachers in non-public schools receiving their North Carolina Birth-through-Kindergarten Standard Professional II license will be increased by 250 as a result of enrollment in the EESLPD program.
3. Numbers of graduate students enrolled in the certificate program.

Unit Actions:
1. Under the EESLPD program, over the next two years, increase the number of Early Childhood Education (Birth-Kindergarten) licensed teachers and licensure-only candidates in non-public school sites that are receiving teacher support, coupled with formal teacher evaluations and mentoring/coaching, resulting in a professional development plan. EESLPD is the first program in the state to seek to improve Birth-Kindergarten teaching in non-public schools.
2. Developed in conjunction with NC DHHS, the EESLPD teacher support system regional hub in CHE will expand to serve 250 eligible teachers in non-public Early Childhood Education classrooms according to procedures established under NC State Board of Education policies. Mandated pre-requisite CEU-based sessions for these non-public school Early Childhood Education teachers will facilitate completion of the North Carolina Birth-through-Kindergarten Standard Professional II license.
3. The newly developed Certificate in Criminal Justice Education, which meets the teacher demand of North Carolina Community Colleges, will increase student enrollment by 2% annually.