I. **Approval of Minutes from September 22, 2011**

II. **Academic Affairs**
   A. Program Prioritization Committee – Ron Mitchelson
   B. Enrollment Projections – John Fletcher
   C. Academic Directions – Marilyn Sheerer

III. **Student Affairs**
   A. 5-year Housing Plan – Virginia Hardy/Bill McCartney
   B. Retention Initiatives – Virginia Hardy
   C. Freedom of Expression/Free Speech – Virginia Hardy

III. **Research and Graduate Studies**
   A. Graduate Enrollment Funding – Deirdre Mageean
   B. Undergraduate Research – Deirdre Mageean
   C. Investment and Upfitting of Science Facilities – Deirdre Mageean

IV. **Safety**
   A. Campus Lockdown Report – Bill Koch
   B. Greenville Public Safety Task Force Report – Bill Koch
   C. Timetable for Mutual Aid Agreement Report – Bill Koch
Minutes of the Meeting of the
University Affairs Committee
East Carolina University Board of Trustees
September 22, 2011 at 10:00am
ECU Heart Institute

Attending: Robert Brinkley (chair), Bob Lucas, Robert Brinkley, Bobby Owens, Deborah Davis, Josh Martinkovic, Edwin Clark, Marilyn Sheerer, Virginia Hardy, Deirdre Mageean, and Steve Ballard

Meeting began 10:00am

Mr. Brinkley opened the meeting by reading the conflict of interest statement.

Mr. Brinkley asked the board members to introduce themselves.

Mr. Brinkley stated that the purpose of today’s meeting is to get a broader view of what the committee would like to address over the year.

Mr. Brinkley said that there were a few action items to dispose of before having that discussion.

**ACTION ITEMS**

1. **Approval of minutes from the April 24, 2011 meeting.** Mr. Lucas moved approval; Mr. Martinkovic 2nd. Motion was approved with no negative votes.

2. **ECU Study Abroad in Italy Resolution – presented by Donna Payne and Marilyn Sheerer.** Based on a presentation made last year. Requesting a resolution in support of this program due to program expansion. (as presented in board materials) Mr. Lucas moved approval; Mr. Martinkovic 2nd. Motion was approved with no negative votes.

3. **Faculty Manual Revisions –**
   - Marianna Walker and Marilyn Sheerer presented some of the changes and revisions to Appendix C of the Faculty Manual. Mr. Brinkley made a motion to be made to approve the submitted areas of Appendix C Revisions. The motion was seconded and passed.

4. **Campus Safety – Bill Koch**
   - He asked to have Bill’s position as well as the ECU Chief of Police to have the authority to sign mutual aid agreements for emergency situations and other collaborative opportunities. This form would be signed once by partners, but could be updated as needed. This is not only for campuses and police departments that are assisting at our campus, but also for times when ECU is sending officers to other campuses. This is common in the university system and in law enforcement agencies across the state and country and assists with supervisory support, legal support and other administration jurisdictional authority. Outside of emergency situations, this agreement would also cover football games.
     - Chief Shelton added that ECU currently has a mutual aid agreement with the Greenville Police Department as well as with the City of Greenville. These agreements were signed by the chancellor.
     - The reason this is coming to the Board is to give authorization to the Associate Vice Chancellor for Environmental Health and Safety and the ECU Chief of Police to sign future mutual aid agreements, with approval and consent from the University Attorney’s Office.
     - Several board members sought clarity in areas relating to liability, financial compensation, personnel control, and supervisory roles. The board asked for more time to understand the information of the statute and documents and represent it to the board members.
Committee Status Updates/Discussions

- Mr. Brinkley asked each unit on the agenda to spend about 15 minutes on the topics at hand and what will be covered over the course of the year. He clarified who and how the regular reports would operate for the next year or so including Academic Affairs, Campus Safety, Student Affairs and Research and Graduate Studies.

- **Academic Affairs (Marilyn Sheeerer)**
  - Dr. Sheerer stated that there is so many colleges and units that need to have information shared with the Board members and because there is minimal time and that we don’t want to make the meetings a show-and-tell session some of these items will be presented to the Board in writing in advance of the meeting.
  - **Right Sizing the Institution** - She shared information from the recent Chief Academic Officers meeting at GA in particular dealing with right sizing everyone’s institution. These areas include the overall plan to manage undergraduate vs. graduate enrollment. Dr. Sheerer further stated that a future meeting is going to be investigating distance education. East Carolina University is way ahead of many other schools, but we continue to work on ways to improve our process. This includes the growth of our proctoring system to ensure students are who they say they are when taking tests and exams. These discussions with the CAOs will continue looking at our approach to transfer students, achieving student success and retention initiatives. We continue to raise our academic profile of the institution which includes the role of the Honors College.
  - **Academic Directions** - Dr. Sheerer said we want to be better at making the Board and others more aware of our great academic achievements and program successes at ECU. We are working on creating a Board of Trustees dashboard so that Board members would be able to get updated, current data when they would like to have it. She shared that ECU has recommended 16-18 new programs to GA for approval. While this is not as high as many other schools submit, we have intentionally prioritized our list to make it more comprehensive and efficient.

- **Student Affairs – (Virginia Hardy)**
  - **Capital Projects** – some of the discussion will include some housing facility actions including demolition of one building and remodeling of others. There will also be several projects tied to student fees and their uses/allocation for future projects. We continue to have the discussions for building two new student centers, which has been more than 10 years in the planning phases. The reason for two buildings is to have one on Health Sciences campus and one on East campus. We will also look at some possible dining changes especially in areas that are not making the money we think they should to stay open.
  - **First Year Programs / Transfer** – We will bring topics, stories, programs and stories about how ECU and Student Affairs continue to focus on engaging our first year students into the college and campus experience because we know that have a direct impact on student persistence and retention.
  - **Leadership University** – We are restructuring our Student Leadership and Engagement Center to make sure we are aligning our programs and students with the pillars of the university stance on leadership. We will also share some of our initiatives especially where service and leadership are connecting on campus and in the community. In the future we also want to seek ways to provide leadership opportunities for our DE students.
  - **University Image** – We worked very hard not to end up back on the Playboy rankings or other party school image rankings. A task force was formed to look at ways to combat this image and other related problems to ECU’s image and that group submitted many recommendations for action in the short and long term.

- **Research and Graduate Studies – Deirdre Mageean**
Mageean explained the three areas of her unit: Research Directions, Graduate Education, and Engagement, Innovation and Economic Development. Below is information about some of her areas that she will be discussing in the coming year.

- **Research Directions** – There is a strong need for supporting research intensive graduate and undergraduate education and experience. We further need to support selective, interdisciplinary research focused in particular areas such as coastal studies and environmental studies. She added that we must address regional issues with our Health Sciences colleagues as well as with our region’s military.

- **Graduate Education** – Upcoming topics will be relating to our approaches to enrollment and the caliber of students increasing as far as grades and testing skills. She will share discussion about retention rates, graduate rates, trends and incentivizing programs including the difference between our face-to-face and DE students as well as on-campus vs. off-campus enrollment.

- **Engagement, Innovation and Economic Development** – We want to start, grow and recruit new enterprises with our community partners. Many of our smaller, rural communities are really hurting during these economic times and they are looking for help. We currently have seven that we are working with and hoping to add many, many more in the near future. Something else that we have at ECU as a great asset is our faculty and their field, research and education expertise. There is a role for them and a major need in the community for ECU to step up and make a difference.

- Mr. Brinkley asked Deirdre Mageean to talk about the Carnegie Classification for ECU. She said the latest results showed a comparison of ECU with our sister institutions and other similar schools compared to ECU. The classification group looks at many categories and currently we are on one of 29 research schools in our tier. Those above us include UNC Greensboro and also UNC and NC State, which is expected because of the research size and history. We continue to encourage more research and more resources to support research at ECU so that we may solidify our current status with hopes of moving ahead in the future.

- Conclusion – Mr. Brinkley reaffirmed the purpose of today’s meeting was to explain our roles, plans, future topics and discussions for the next year and how we should approach bringing them to the board. He asked the board members to share any ideas about priorities of discussions that we would like to hear more about.

**Meeting Ends at 11:54am**
Academic Program Prioritization at ECU
Ron Mitchelson
Chair, Program Prioritization Committee

Report to the University Affairs Committee, ECU Board of Trustees, 12/01/2011
The program prioritization process is evidence that East Carolina will not settle for mediocrity because of external factors such as budget reductions. The intent of the PPC is to recommend specific ways to **advance our top academic programs** through recommendations for reallocations between units and within units. The PPC will also attempt to provide suggestions about **helpful combinations of programs** that could increase efficiency and/or increase collaborative opportunities. As an institution, we wish to continue our path to excellence. Prioritizing what we do is a means to that end. Our prioritization process, as designed, also provides clear evidence of our University’s strong commitment to processes that are both inclusive and transparent.

- The Program Prioritization Committee

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**Phase I.** Prioritize academic programs (summer and fall 2011)

**Phase II.** Possible reorganization (winter and spring 2011)
The Program Prioritization Committee (PPC)

<table>
<thead>
<tr>
<th>Member</th>
<th>Title</th>
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</thead>
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<tr>
<td>Ron Mitchelson, Chair</td>
<td>Professor</td>
<td><a href="mailto:mitchelsonr@ecu.edu">mitchelsonr@ecu.edu</a></td>
</tr>
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<td>Sylvia Brown</td>
<td>Dean</td>
<td><a href="mailto:brownsy@ecu.edu">brownsy@ecu.edu</a></td>
</tr>
<tr>
<td>Mike Dorsey</td>
<td>Dean</td>
<td><a href="mailto:dorseym@ecu.edu">dorseym@ecu.edu</a></td>
</tr>
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<td>Associate Professor</td>
<td><a href="mailto:fraleyt@ecu.edu">fraleyt@ecu.edu</a></td>
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<tr>
<td>Phyllis Horns</td>
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</tr>
<tr>
<td>Scott MacGilvray</td>
<td>Clinical Professor</td>
<td><a href="mailto:macgilvrays@ecu.edu">macgilvrays@ecu.edu</a></td>
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<tr>
<td>Deirdre Mageean</td>
<td>Vice Chancellor</td>
<td><a href="mailto:mageeand@ecu.edu">mageeand@ecu.edu</a></td>
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<tr>
<td>Rick Niswander</td>
<td>Vice Chancellor</td>
<td><a href="mailto:niswanderf@ecu.edu">niswanderf@ecu.edu</a></td>
</tr>
<tr>
<td>Marilyn Sheerer</td>
<td>Provost</td>
<td><a href="mailto:sheererm@ecu.edu">sheererm@ecu.edu</a></td>
</tr>
<tr>
<td>Ed Stellwag</td>
<td>Associate Professor</td>
<td><a href="mailto:stellwage@ecu.edu">stellwage@ecu.edu</a></td>
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<tr>
<td>Marianna Walker</td>
<td>Chair of the Faculty</td>
<td><a href="mailto:walkerm@ecu.edu">walkerm@ecu.edu</a></td>
</tr>
<tr>
<td>Mary Susan Williams</td>
<td>Chair, Staff Senate</td>
<td><a href="mailto:williamsms@ecu.edu">williamsms@ecu.edu</a></td>
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**Phase I**
SUMMARY OF THE PROCESS

![Diagram showing the process flow between Program Prioritization Committee, University Self-Study, COLLEGE A, and COLLEGE B.]

---

**Activity or Product** | **Completion**
--- | ---
Receive EPPC Report, Design Process | June 1, 2011
Draft of Program Data Template | June 10
Meetings with College Teams | July 1
Distribute Data Templates to Units | July 15
Units Submit Completed Templates | August 15
Self-Study Request and Initial Concerns to Colleges/Units | September 1
Drafts of College Self-Studies | September 30
College Forums | October 14
Final College Self-Studies | November 1
Draft of University Self-Study | November 15
University Forum | November 30
Interviews with Deans | December 10
Final University Self-Study | December 16
Recommendations to the Chancellor | January 16, 2012

Note: ECU's prioritization process has involved 10 colleges and schools and 70 departments. The key flows in the process have involved: 1) completed data templates and narratives from the departments/schools (blue arrows), 2) completed college self-studies (red arrows), and 3) the completed university self-study (yellow arrows).
Note that 277 programs were assessed in terms of college priorities and future investment opportunity. Of these, 50 were judged to be of “low priority” and 48 could be targeted for “reduction or elimination.”
### Example of a Departmental Data Template

**ECU: Program Data Template, Quantitative Indicators**

This data template is quantitatively oriented and organizes a wide range of indicator variables to measure a unit’s program productivity, centrality, and quality. This section is preceded by a contextual program demographic section. The breadth of measures is intentional and not tailored to the uniqueness of any individual program.

It is quite likely that some entries will not apply at all or be zero and some of the data requested is supplied centrally; other indicators are self-reported. If the value of any institutionally provided indicator seems to be at odds with local (unit, college) knowledge, please correct the value and supply a note to that effect indicating the change and the source of the new data.

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Scoring Rubric
Program Prioritization Committee
East Carolina University

This rubric will be used by members of ECU’s Program Prioritization Committee to frame the analysis of units/departments (72) and their academic programs. Completion of the rubric by a committee member results in the assignment of independent and tentative scores to an academic department on three dimensions of evaluation: productivity, quality, and centrality. These three scores represent patterns of evidence witnessed by the committee member among the assortment of indicators (over 100) and the narrative that have been assembled within the Program Data Template (Parts I and II). Along with tentative dimensional scores, committee members will record total scores along with notes on the logic of their scoring. Each department will be scored by 5 committee members and submitted to the committee chair. The means and variations of these 5 score sets for each unit will form the basis of focused discussion and a collective set of scores will be arrived at during subsequent committee meetings.

General Scoring (1-5) of Individual Categories
1= the data pattern (evidence) suggests a significant weakness within the category
2= the data pattern (evidence) suggests a cause for concern within the category
3= the data pattern (evidence) suggests an expected level within the category
4= the data pattern (evidence) suggests a strong performance within the category
5= the data pattern (evidence) suggests an exemplary performance within the category

SUMMARY Table

| Dimension | Category 1 (1-5) | Category 2 (1-5) | Category 3 (1-5) | Dimension Score (2-15) 
|-----------|-----------------|-----------------|------------------|------------------------
| Productivity |                 |                 |                  |                        |
| Quality    |                 |                 |                  |                        |
| Centrality |                 |                 |                  |                        |
| Unit Total Score (9-45) | Total Score = | (9-45) |

General Comments About This Unit and Its Scores:
_________________________________________________________________
_________________________________________________________________

PPC Departmental Scoring Rubric

Each department (70) was scored by at least 5 committee members on productivity, quality, and centrality. A Total score is the simple sum.
Aggregate Results of Committee Scoring on 70 Departments:

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<th>Attribute</th>
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<tr>
<td>Quality</td>
<td>52</td>
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<tr>
<td>Centrality</td>
<td>57</td>
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<tr>
<td>Total</td>
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Maximum possible scores are 75 (15*5) on each dimension and 225 (75*3) for Total.
Analytic Example: Departmental Rating

3A Departments are above the median score on each of the three dimensions.
2A Departments are above the median score on two of three dimensions.
1A Departments are above the median score on one dimension.
B Departments are below the median score on each of the three dimensions.
CLUSTER ANALYSIS OF DEPARTMENTS IN THREE DIMENSIONS

Productivity, Quality, and Centrality
PHASE II
Possible Reorganization (efficiency, synergy & collaboration)

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<tr>
<th>Activity or Product</th>
<th>Completion</th>
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<td>Receive EPPC Report</td>
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### Consolidation of A&B

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<th>Sal After</th>
<th>Sal Savings</th>
<th>Sal + Bene</th>
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Notes: net decrease of 2 EPA and 1 SPA positions, 12 month dean to 9 months, removal of stipends for 2 associate deans
Benefits savings = (278,324*0.199) + (3*4930) = $70,176

### Consolidation of C&D

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<td>$1,804,888</td>
<td>$1,636,303</td>
<td>$222,992</td>
<td>$277,227</td>
</tr>
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</table>

Notes: net decrease of 1 EPA and 1 SPA positions, 12 month dean to 9 months, removal of stipends for 3 associate deans
Benefits savings = (222,992*0.199) + (2*4930) = $54,235

Total “Potential” Savings of $348,500 + $277,227 = $625,727.

In relative terms this equates to (0.626/49.114) 1.3% of total budgets within the 4 colleges involved.

Wonder if 10 colleges became 8?
Action Plan for Increasing Graduate Enrollment at East Carolina University

Paul J. Gemperline
Dean of Graduate Studies
East Carolina University

November 21, 2011

1. RATIONALE.......................................................................................................................................................... 1
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1. Rationale
Graduate education is an essential function of East Carolina University. Graduate students represent about 19% of ECU’s enrollment and student credit hour production. Graduate programs at ECU meet critical workforce training needs in eastern North Carolina and beyond, especially in today’s increasingly complex and technologically oriented society where the graduate degree is seen to be replacing the undergraduate degree as the minimum credential necessary for entry into many high-paying jobs. The scholarship, research, training activities, and capacity for innovation, as well as professional development activities enabled by ECU’s diverse inventory of graduate programs is a critical resource for the residents of North Carolina and a pre-requisite for sustainable economic development in eastern North Carolina and beyond. Thus, recent drops in graduate enrollment and graduate student credit hour production at ECU pose a threat to eastern North Carolina’s long-term economic health and represent a significant budget challenge for the university.

2. A brief history of graduate enrollment
ECU experienced a decade of unprecedented growth in graduate enrollment from a headcount of 2863 in fall 1998 to 6417 in fall 2008 (+224%). A significant amount of this growth occurred as ECU tapped into new markets by offering online delivery of many of its largest graduate programs.
Table 1: Total graduate enrollment (headcount), fall terms

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<td>5812</td>
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*One-time re-classification (see text)
+ Un-official headcount

After reaching a peak in 2008, ECU’s graduate enrollment declined to 5414 in the fall of 2011. Part of this drop was due to re-classification of 600 “graduate” students as “undergraduate” students in 2009 in compliance with federal financial aid regulations. This re-classification resulted in a net shift of about 600 graduate students to non-degree undergraduate status in fall 2009*. Discounting this one-time reclassification, net graduate enrollment declined by about 500 students in the last three-year period.

A detailed analysis of enrollment trends by college and by program for the most recent three-year period reveals that the single largest drop in graduate enrollment occurred in online master’s level teacher training programs (see enrollment data for the College of Education in Table 2). The second largest decline was in “non-degree” graduate students. An analysis of non-degree student credit hour production revealed that most of the non-degree declines were also in teacher training programs. These large declines in teacher training programs observed at ECU are consistent with national trends1 and were not confined to the College of Education alone. Comparable declines were also observed in teacher-training programs offered in all of ECU’s colleges, for example; the MAEd in Child Development, College of Human Ecology; the MAEd in Health Education, College of Health and Human Performance; MAEd in Art Education, College of Fine Arts and Communication. Much of this decline is likely the result of state budget cuts to public schools, including threats to abolish the automatic 10% salary bonus for teachers with master’s degrees.

Declines in teacher training programs were partially offset by enrollment increases in other colleges. For example, graduate enrollment in the Harriot College of Arts and Sciences increased 4.6% this year (general increase); 9.0% in the Brody School of Medicine (new MS in Biomed Sci), the College of Technology and Computer Sciences (new MS in Software Engineering); College of Nursing (general increase).

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### Table 2: Graduate enrollment (fall headcount) in selected colleges and programs

<table>
<thead>
<tr>
<th>College</th>
<th>2009</th>
<th>2010</th>
<th>2011*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Decreases</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Education</td>
<td>1455</td>
<td>1351</td>
<td>1184</td>
</tr>
<tr>
<td>Change</td>
<td>-7.1%</td>
<td>-12.4%</td>
<td></td>
</tr>
<tr>
<td>College of Business</td>
<td>890</td>
<td>930</td>
<td>908</td>
</tr>
<tr>
<td>Change</td>
<td>+4.5%</td>
<td>-2.4%</td>
<td></td>
</tr>
<tr>
<td>Non-degree students</td>
<td>683</td>
<td>614</td>
<td>427</td>
</tr>
<tr>
<td>Change</td>
<td>-10.1%</td>
<td>-30.5%</td>
<td></td>
</tr>
<tr>
<td>College of Allied Health</td>
<td>453</td>
<td>465</td>
<td>458</td>
</tr>
<tr>
<td>Change</td>
<td>2.6%</td>
<td>-1.5%</td>
<td></td>
</tr>
<tr>
<td>College of Health &amp; Human Perf.</td>
<td>353</td>
<td>320</td>
<td>295</td>
</tr>
<tr>
<td>Change</td>
<td>-9.3%</td>
<td>-7.8%</td>
<td></td>
</tr>
<tr>
<td>College of Human Ecology</td>
<td>344</td>
<td>348</td>
<td>321</td>
</tr>
<tr>
<td>Change</td>
<td>+1.2%</td>
<td>-7.8%</td>
<td></td>
</tr>
<tr>
<td>College of Fine Arts &amp; Comm.</td>
<td>164</td>
<td>141</td>
<td>122</td>
</tr>
<tr>
<td>Change</td>
<td>-14.0%</td>
<td>-13.5%</td>
<td></td>
</tr>
<tr>
<td><strong>Increases</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harriot College of Arts &amp; Sciences</td>
<td>667</td>
<td>702</td>
<td>734</td>
</tr>
<tr>
<td>Change</td>
<td>+5.2%</td>
<td>+4.6%</td>
<td></td>
</tr>
<tr>
<td>College of Nursing</td>
<td>492</td>
<td>520</td>
<td>533</td>
</tr>
<tr>
<td>Change</td>
<td>+5.7%</td>
<td>+2.5%</td>
<td></td>
</tr>
<tr>
<td>Technology and Computer Science</td>
<td>216</td>
<td>236</td>
<td>238</td>
</tr>
<tr>
<td>Change</td>
<td>+9.3%</td>
<td>+0.8%</td>
<td></td>
</tr>
<tr>
<td>Brody School of Medicine</td>
<td>165</td>
<td>178</td>
<td>194</td>
</tr>
<tr>
<td>Change</td>
<td>+7.9%</td>
<td>+9.0%</td>
<td></td>
</tr>
</tbody>
</table>

*Un-official headcount

### 3. Action plans - immediate steps

Three steps are being taken immediately to address graduate enrollment declines.

1. The Office of Continuing Studies will feature online graduate programs in its marketing efforts this spring. The eight-page newspaper insert called “East Carolina University Options” circulated via local newspapers throughout the state is the single most cost-effective marketing effort conducted by the university. Over 1.5 million copies were circulated last year at cost of $0.04 each, and the phone call volume from prospective students to admissions offices and departmental offices during the two weeks following distribution was overwhelming. The spring 2012 insert will prominently feature several of our online programs in half-page and quarter-page insets.

2. The number of online sections offered last summer declined by more than 10%, largely due to budget cuts or uncertainty in availability of funding for faculty online instruction. The Provost’s office and Financial Affairs is setting aside funds this year to ensure an adequate number of online sections are offered during the summer of 2012.

3. Deans of each individual college were asked to address the three questions listed below (a-c). Meetings with individual deans were conducted with the Provost or VC of Health Sciences as appropriate, the dean of the Graduate School, and the VC for Research and Graduate Studies at which time their responses were discussed.
a. Which of your graduate programs have potential to grow (at what cost) and which do you expect to decline?
b. Faced with increased competition for online students, what innovative strategies can / should be employed to increase the competitiveness of your online programs in the market place? Are there new programs that you can take online?
c. Cuts to college assistantship budgets may be necessary to accommodate new programs or planned growth. Which graduate programs in your college would you consider for assistantship budget cuts?

The results from these meetings are summarized in the section “Opportunities for growth”, below.

4. Action plans – summary of long-term plans
Increasing graduate enrollment is a complex, multi-faceted problem. Efforts to increase ECU’s graduate enrollment will require thoughtful long-term efforts, including centralized initiatives in the Graduate School and decentralized efforts coordinated with individual colleges. Prescriptions are offered for improvements in eight major thematic areas with details in subsequent pages. These eight themes are presented in priority order, 1 being the highest and 8 being the lowest.

1. **Focus on quality** – Long-term plans for increasing graduate enrollment must not compromise quality; rather they must focus on recruiting high-quality students into high-quality graduate programs. High-quality graduate programs will increase the prestige of the university in the longer term and thereby increase student demand and employer demand. An increase in student quality will also lead to lower attrition rates, better retention, higher degree completion rates, and shorter times-to-degree.

2. **Improved marketing and recruiting efforts** – At the present time limited efforts are being made to market ECU’s graduate programs and significant improvements can be made in this area. Increased efforts are needed to understand our competition, increase brand awareness, develop a value/price/quality proposition to prospective students, and enhance online/social media marketing materials. Recruiting efforts occur at the department level and at the central graduate school level. Central efforts include publication of promotional brochures for all graduate programs, participation in an average of 15 graduate fairs across the state, participation in two minority recruiting events per year, participation in open houses and sponsoring of a graduate recruiting fair at ECU. Like marketing, recruiting efforts vary by college and department with plenty of opportunities for significant improvements.

3. **Opportunities for growth** – Through collaborative efforts with individual deans and colleges, strategically select new and existing graduate programs to be targeted for growth. Some programs targeted for growth will require reallocation of graduate assistantship funds. Efforts must also focus on adding online delivery of existing on-campus programs where appropriate and creating new graduate programs in high-demand areas. Short-term and long-term efforts in this area will yield improvements.

4. **Increase retention and graduation rates** – High attrition rates in some graduate programs adversely affect overall graduate enrollment. First-time efforts to systematically
collect and disseminate attrition data for all graduate programs began this fall semester. Preliminary data indicates that attrition rates in online programs compared to on-campus cohorts tend to be higher. Action plans to address attrition in online programs are currently under development in some colleges. Best practices learned in these colleges will be shared with all colleges. Preliminary graduate student retention data indicates that attrition rates, excessively long times to graduation and low graduation rates can be found in many (but not all) smaller research intensive programs with thesis and dissertation requirements.

5. **Faculty capacity and workload issues** – Recent budget cuts have led to increased teaching loads and decreased numbers of graduate course sections offered, especially courses offered during the summer in online graduate programs. Efforts are currently underway to provide adequate summer funding for online instruction to restore capacity to appropriate levels.

6. **Reduce barriers to admission** – Steps to reduce barriers to admission will be carefully studied and considered for possible implementation, including expedited provisional admission. These steps will be considered only if simpler and reliable assessment methodologies can be proven to work without compromising the quality or safety of ECU’s graduate student body.

7. **Offset threats to current enrollment** – ECU is expected to experience continuing declines in its graduate teacher training programs until such time as public confidence is restored through improving economic conditions and improved state support for K-12 education. Steps are proposed below to stem declines in teacher training programs, but increases in enrollment in teacher training programs appear unlikely at this time. Other threats that must be addressed include increasing competition for online students from private, public, and for-profit universities.

8. **Competitiveness of graduate assistantships stipends** – Surveys of peer institutions and reports from external reviewers of graduate programs continue to indicate that our graduate assistantship levels and tuition scholarships place ECU at a competitive disadvantage, primarily in master’s programs, whereas ECU’s assistantship levels in PhD programs are competitive. ECU expends a significant amount of funds for assistantships in its on-campus master’s programs, whereas many schools focus their assistantship funding in PhD programs. Before making additional investments in master’s programs, an assessment of the number of master’s students supported at peer institutions is needed. A primary concern is that increasing investments for assistantships in master’s programs are not likely to produce the desired effects of increased enrollment and increased quality compared to investments in PhD programs. The long delayed Graduate Enrollment Task Force report is due out soon in draft form with numerous valuable recommendations for allocation of assistantship funding.

**4.1. A focus on quality**
Immediately prior to the 2010 recruiting season, the Graduate School established new guidelines for regular admission, including a minimum undergraduate GPA of 2.7 and a minimum score of 30th percentile on a standardized graduate admission exam. Departments may request that up to
10% of their students be admitted by exception with proper justification by the program director and approval of the graduate school. This change in admission standards resulted in a significant overall increase in the quality of the entering graduate student body (see Table 3).

Table 3: Graduate application trends

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>10-11 Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>3831</td>
<td>4074</td>
<td>3868</td>
<td>-5.1%</td>
</tr>
<tr>
<td>Undergrad GPA</td>
<td>3.17</td>
<td>3.18</td>
<td>3.2</td>
<td>0.02</td>
</tr>
<tr>
<td>GRE Verbal+Quant</td>
<td>1010.2</td>
<td>1002.5</td>
<td>999.7</td>
<td>-2.8</td>
</tr>
<tr>
<td>Admitted</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>2057</td>
<td>2032</td>
<td>1843</td>
<td>-9.3%</td>
</tr>
<tr>
<td>Undergrad GPA</td>
<td>3.2</td>
<td>3.2</td>
<td>3.26</td>
<td>0.06</td>
</tr>
<tr>
<td>GRE Verbal+Quant</td>
<td>1026.2</td>
<td>1037.3</td>
<td>1046.8</td>
<td>9.5</td>
</tr>
<tr>
<td>Enrolled</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>1506</td>
<td>1526</td>
<td>1371</td>
<td>-10.2%</td>
</tr>
<tr>
<td>Undergrad GPA</td>
<td>3.18</td>
<td>3.21</td>
<td>3.22</td>
<td>0.01</td>
</tr>
<tr>
<td>GRE Verbal+Quant</td>
<td>1016.2</td>
<td>1034.0</td>
<td>1040.7</td>
<td>6.7</td>
</tr>
<tr>
<td>% admitted</td>
<td>53.7%</td>
<td>49.9%</td>
<td>47.6%</td>
<td></td>
</tr>
<tr>
<td>Yield (enrolled/admit)</td>
<td>73.2%</td>
<td>75.1%</td>
<td>74.4%</td>
<td></td>
</tr>
</tbody>
</table>

The change in minimum admission guidelines resulted in an increase in the average GRE scores of admitted and enrolled students. All other factors being equal, the increased admission standards resulted in a decrease of about 150 new first-time first-year graduate students in fall 2011 compared to fall 2009. Better marketing and recruiting efforts are needed to increase the pool of actionable applications to offset more selective admissions processes. Not considered in this simplistic analysis are confounding internal and external factors such as decreasing number of available online sections; increasing competition for online students from public, private and for-profit universities; as well as the impact of the protracted economic downturn.

4.2. Marketing and recruiting plans

Marketing of graduate programs and recruiting graduate students is a complex process, and if done well, will require the coordinated efforts of many offices, including centralized efforts of the University Marketing office, the Graduate School, the Office of Continuing Studies, as well as the decentralized efforts of individual colleges, departments and faculty. The importance of decentralized efforts at the college and department level cannot be underestimated.

A successful marketing plan for ECU’s graduate programs must include (1) a thorough understanding of the marketplace through proper research; (2) carefully defined goals and objectives with measurable outcomes; (3) attractive offers to prospective students and their families; and (4) personal communication from faculty and staff to prospective students.

1. Proposed marketing and recruiting goals:
   a. Increase brand awareness of ECU’s online and on-campus graduate programs
   b. Develop and convey an effective value/price/quality proposition to prospective graduate students
c. Develop targeted recruiting efforts for high-quality, high-demand graduate students
d. Increase the number of actionable graduate applications
e. Increase the yield of matriculated students, especially high-demand students
f. Develop effective online and social media marketing materials

2. Establish a reasonable, appropriate and sufficient marketing budget.

3. Retain the higher education marketing firm STAMATS to develop a marketing plan for ECU’s graduate programs, including:
   a. Assessment of current recruiting efforts and communication plans
   b. Survey of prospective students and community focus groups
c. Analyze regional competitors, student demand, and employer demand
d. Assess recruiting publications, including electronic publications, websites and social media
e. Develop revised marketing tools and communication processes
f. Redesign recruiting websites and electronic communications
g. Cost estimates: $50,000 to $100,000 in year 1 depending on the scope of work with additional investments to be determined in subsequent years

4. Hire a full-time public communication specialist devoted to marketing and recruiting of ECU’s graduate programs at an estimated cost of $60,000 to $75,000. Job responsibilities to include:
   a. Develop, coordinate and implement central recruiting efforts.
b. Coordinate campus visits by high-quality, high-demand prospective students (marketing budget must include travel funds).
c. Identify best practices and train departmental faculty and administrators to communicate personally, effectively, and appropriately to prospective students.
d. Conduct systematic and periodic review of print and electronic recruiting materials of all of ECU’s 76 master’s programs and 18 doctoral programs.

4.3. Opportunities for growth – college plans
Through collaborative efforts with individual deans and colleges, the following preliminary list of existing or new graduate programs have been identified as potential high-growth areas for graduate education. In cases where increased graduate assistantships funds are required to support proposed growth, reallocation from existing programs will have to be made.

1. College of Business
   a. Offer the MSA (Masters of Science in Accounting) degree online.
      i. Benefits: Tap into new market; high paying jobs; low unemployment rate; great growth potential; enrollment expansion at relatively low initial cost and low long-term operating expenses.
      ii. Growth potential: increase from 30 students per year to 60? 90?
      iii. Down-side: ECU’s MSA program is ranked in the top 10 national programs because of the graduate’s very high CPA exam pass-rate. Faculty are resistant to taking the program online because it may decrease overall pass rate. Steps to engage online students in periodic weekend
face-to-face activities, or an off-model weekend program might address some fears and discussion with the faculty are on-going.

2. Technology and Computer Science
   a. Increase enrollment in the online MS in Software Engineering program
      i. Benefits: New program in 2009 (32 students) has seen rapid initial growth, 2010 (54 students) 2011 (80 students). Tap into underserved market in NC; high paying jobs; low unemployment rate; good growth potential; enrollment expansion at relatively low cost due to online nature of the program.
      ii. Growth potential: 80 students per year to 100? 120?
      iii. Down-side: Insufficient software engineering faculty (3 total) to handle increased enrollment.
   b. Offer the existing MS in Computer Science degree online
      i. Benefits: Tap into new market; high paying jobs, low unemployment
      ii. Growth potential: good.
      iii. Down-side: Initial investment to take content online, challenges to faculty workloads
   c. MS in occupational safety – increase marketing efforts for this on-campus and online program
      i. Benefits: Only online program of its kind in NC, at one time enrollment was as high as 50, now down to 20, marketing plan needed.
   d. Create new MS in Biomedical Engineering, on-campus
      i. Benefits: Tap into new markets, great synergies and opportunity for strategic research alliances with BSOM, chemistry, biology, physics, computer science and other departments; high paying jobs; low unemployment rate, moderate growth potential.
      ii. Growth potential will be low initially due to nature of the program
      iii. Down-side: High initial start-up costs and high long-term operational costs.

3. College of Fine Arts and Communication
   a. Increase enrollment in the MA in Communications program through increased graduate assistantship support
      i. Benefits: Focus on health communication has good job placement, high student demand. Increased support for graduate assistantships will allow program to grow
      ii. Reallocation of $34,000 from the MFA (Masters in Fine Arts) to the MA in Communications has been implemented immediately ($17k spring 2012, additional $17k effective fall 2012) to enable enhanced recruiting efforts now.

4. College of Education
   a. Increase marketing efforts of online master’s programs through the “East Carolina University Options” newspaper insert
      i. Implementation planned in March 2012.
5. College of Health and Human Performance
   a. Increase marketing and funding for summer online instruction in teacher training programs (MAED Health Ed, MAED Physical Ed., MA Health Ed.)
   b. Increase graduate assistantship level for the MS in Exercise Sport Science to more competitive levels ($15k / yr)
      i. Benefits: Student demand is high (90+ applications for about 45 seats) but program is losing high-quality students to more competitive programs. Investment will increase quality and reduce attrition.
   c. MS Recreation and Park Admin and MS in Recreation Therapy may be potential candidates for going online
      i. Benefits: Tap into new market, increased student demand. Further discussion and development efforts will be needed within college
      ii. Licensing requirements for Recreation Therapy is likely to increase from undergraduate requirements to graduate level requirements in the future which will present opportunities for graduate enrollment growth.

6. College of Human Ecology
   a. MS in Criminal Justice – moratorium on admitting new online students was put into place 3 years ago to allow for program restructuring and improvements. On-campus has continued. Scheduled to go back online next year, potential for high growth due to strong student and employer demand.
      i. Will need help with marketing to re-establish robust enrollment
      ii. Increased competition from private and for-profit institutions poses a threat to robust enrollment.
   b. MSW (Master’s in Social Work)
      i. Used to be one of only a few programs in NC. Competition from many new programs is affecting enrollment. Marketing efforts needed to preserve ECU’s market share in eastern NC.

7. Harriot College of Arts and Sciences (HCAS)
   a. HCAS hosts a several large masters programs and many small high-quality master’s programs that have potential for growth, but cost may be high.
   b. MA in English – 144 students, many part-time, online, pay-as-you-go students. Program provides training for community college instructors, and other fields. Increased marketing efforts may yield increased enrollments at low cost.
   c. MA in Psychology – Enrollment limited by amount of available assistantship funds.
      i. Benefits: Because of high student demand, students in this program receive half-time assistantships. Small investments will yield better than average increases in enrollment.
      ii. Downside: Job market for MA in Psychology is weak and unemployment rate is higher than average for master’s degrees
   d. MA in Anthropology – expand track in forensic anthropology
      i. Benefits: Good student demand, good job prospects, may increase opportunities for collaboration with Master’s in Criminal Justice
ii. Down-side: Teaching lab facilities would be needed along with significant expansion of graduate assistantship budget.

8. College of Allied Health Sciences (CAHS)
   a. Most of the graduate programs in CAHS have far more applicants than available seats, and thus there is potential for growth; however, all of the programs are limited in the number of available seats. Graduate enrollment in the college has grown 74% since 2001. In the last three years the college has lost 15 positions (combination of new positions and existing positions).
      i. In some programs the number of seats are limited by the number of available clinical internship sites
      ii. In some programs the number of seats are limited by the number of faculty
      iii. Most programs are limited by a combination of (i) and (ii).
   b. MS in Occupational Therapy plans to increase enrollment 50% from 20 to 30 by 2012 using currently available resources (barring further cuts in faculty positions).
   c. The Master’s in Physician’s Assistant program has the capability to grow from 30 to 40 but would need additional clinical internships and would need to add an additional two faculty members to do so.
   d. The proposed new MS in Health Informatics and Information Management if approved will grow to 30 students in about 3 to 4 years.

9. College of Nursing
   a. Most of the enrollment growth in the College of Nursing in the last three years has been in the BS Nursing program. There are no shortages of applications for MS Nursing programs, and production of large numbers of BSNs ensures that student demand for MSN programs will remain high. Like the College of Allied Health Sciences, the number of available seats in the MSN program is limited by a combination of available faculty and clinical internship sites.
   b. The greatest potential for growth is the MS Nursing Education and MS in Nursing Leadership concentrations. These two programs do not have clinical training requirements so the availability of internships is not a limiting factor. The number of available nursing faculty is the limiting factor. Enrollment in these programs could easily grow if additional faculty were available.
   c. The curriculum for a new Psychology Nurse Practitioner concentration in the MSN program has been approved and is ready to go but the college cannot move forward to offer this new concentration because it lost 9 faculty positions in the last year.
   d. All MS nurse practitioner programs must transition to the Doctorate in Nursing Practice (DNP) by 2015 in order for graduates to obtain licensure. After that time new master’s prepared students will not be eligible to be licensed. A proposal to establish the DNP has been submitted to UNC-GA and is awaiting approval.
   e. Students admitted to the MS alternate entry program spend their first year on campus. Currently there are 30 available seats limited by the number of available clinical internships. Graduate assistantship funds are used to support these students in their first year.
10. Brody School of Medicine (BSOM)
   a. The PhD programs in biomedical sciences have plenty of applications. Additional marketing is not necessarily needed here. The limiting factor is the number of available graduate assistantships. There are sufficient faculty members to increase enrollment in these programs by 20%.
   b. More than 50% of the PhD students in BSOM are now supported by funds other than Graduate School funds.
   c. BSOM is losing its best applicants to other schools because ECU does not cover student fees (ca. $2000 per student per year).
   d. The new MS in Biomedical Science is in its first year of operation and will grow to a steady-state enrollment of about 20 to 25 in three years. First-year students are supported with institutional funds while they are being trained. In the second year, students are supported from grants. Some are pay-your-own-way students.
   e. The Master’s in Public Health (MPH) is currently over capacity at 115 students. Either more faculty members are needed or fewer students will have to be enrolled.
   f. The proposed new PhD in Epidemiology will require two more faculty members and assistantship funds to cover them.

4.4. Increasing retention and graduation rates
Steps aimed at significantly reducing attrition in ECU’s graduate programs will yield significant gains in graduate student enrollment and completion rates. National data indicates that attrition in online graduate programs is typically 40%, which is higher than attrition in equivalent on-campus programs. ECU data from the College of Business and College of Education are congruent with national trends. Online students in master’s programs are usually full-time employees taking courses in their spare time to improve their salary and employment opportunities. They are often raising families and funding their education through loans or with scarce family savings. Minor or major life events cause these students to drop out at higher rates than full-time students enrolled in on-campus master’s programs. Examples of such events may include changes in health status of an aging parent, illness or injury of a family member, loss of a job of a family member, or higher course workloads than expected. The ECU College of Business is a campus leader at developing methods to address attrition rates in their online MBA program, and these best practices will be shared with graduate program directors in other colleges and programs. Best practices under development in the College of Business include:

1. Mandatory attendance at pre-enrollment orientation session for students and family members to:
   a. Help students set appropriate work expectations. Family signs off too so they know what to expect.
   b. Help student develop personal rapport with faculty members prior to start of online instruction.

2. Early warning systems have been developed to identify students at risk of dropping out, e.g., not pre-registered for a subsequent term.
   a. These students receive a personal phone call from a college advisor to see if any help can be offered.
3. Redesign of curriculum is being studied to reduce remedial type course work in 1st year when students have appropriate professional experience, thus reducing total number of credits and total cost as well as shortening time-to-degree. It should be noted that the MBA program has a variable credit curriculum ranging from 30 to 60 credits depending on the level of the student’s undergraduate preparation.

4. Redesign of the course sequence is being considered to take advantage of the concept of “escalating commitment”. As students’ progress in their program of study their level of commitment to complete the program escalates. Curriculum sequencing is being studied that may place more difficult courses later in student’s program of study. By the time more difficult courses are encountered students are more likely to have increased skills and a willingness to work harder, thereby increasing overall success and degree completion rates.

Preliminary data from ECU indicates that attrition in some smaller graduate programs with thesis or dissertation requirements is very high. Data is being collected now that will be vetted and distributed university-wide. Programs with high attrition rates will be asked to develop plans for improving retention and degree completion rates with prospects of reduced assistantship fund for programs that do not improve over a two to three year period. Best practices will be presented in workshops to assist faculty, program directors and administrators design customized strategies to decrease attrition and improve retention and graduation rates in their own programs. Examples of best practices that may help in this area include:

1. Developing non-thesis tracks for students who have do not wish to complete and defend thesis projects.

2. Developing professional science masters degrees with industrial internships as alternatives to research-intensive programs.

3. New student orientation sessions aimed at helping students set appropriate work expectations.

4. Curriculum sequencing or redesign projects aimed at tapping into escalating commitment

5. Better financial support so that students can devote full-time effort on research intensive programs of study

4.5. Faculty capacity and workload issues
Recent budget cuts have led to increased teaching loads and decreased numbers of graduate course sections offered, especially during the summer terms. Changes in graduate enrollment during summer terms were observed to be correlated to the number of online sections offered. Steps are currently being taken by the Provost’s Office and Financial Affairs to ensure there is adequate funding to cover necessary sections in the coming summer 2012 terms. Decreases in summer course offerings may lead to unintended long-term detrimental consequences. For example, many school teachers take advantage of summers to register in graduate courses. Fewer available course sections in the summer may lead to disruptions in their plan of study, such that missed prerequisite courses would impact their ability to enroll in courses in subsequent terms.
Insufficient course offerings may make students ineligible to receive financial aid. Overall, the net effect will result in higher levels of student frustration and higher levels of breaks in enrollment. The Graduate School does not control faculty teaching assignments thus a lack of course sections must be addressed within individual colleges and departments; however, the Graduate School will play a role in helping to monitor course offerings and capacity similar kinds of capacity issues.

4.6. Reducing barriers to admission

The graduate admission process is tedious and sometimes leads to frustration on the part of prospective students. At ECU, like all of our peers, we require official transcripts from all universities attended, even if they only took one course. We subscribe to an online database that allows us to check which universities and colleges a student has attended, and they are sometimes surprised to learn we know where and when they have attended different schools. Some students, for example those who have served in our nation’s armed forces, find themselves moving frequently while simultaneously enrolling in a few courses at local colleges or universities. It is not uncommon for students in this situation to have 5 or more transcripts.

1. In order to facilitate more rapid decision-making and encourage prospective students to complete their applications, the ECU graduate admission office will investigate implementation of an expedited provisional admission. Provisional admission can be offered for selected high-quality students in cases where sufficient partial information is available to make a reliable decision. Once students are provisionally admitted, they would be required to provide official transcripts from all colleges and universities attended before being allowed to register for courses.

ECU offers a professional admission track for students who have earned an undergraduate degree more than 10 years ago and have been working in a profession related to their proposed program of study for at least 10 years. The standardized admission exam is waived for such students.

2. The Graduate School will study professional admission programs at other universities and consider modifications to the professional admission track if appropriate.

4.7. Offsetting threats to current enrollment

The largest decline in enrollment occurred in teaching training programs due to uncertainties in the North Carolina’s education system funding and the proposal to abolish the automatic salary increase for teachers with master’s degrees.

1. In order to offset this decrease the Graduate School will work with the College of Education to identify certificate programs and other continuing education opportunities relevant to teachers. The certificate admission process is simpler and students recruited into certificate programs are more likely to enter into a degree program as the economy improves. While this action alone will not be sufficient to provide an enrollment increase in the College of Education, it will help offset continuing declines due to economic factors.
Another threat with increasing consequence is the addition of online offerings in the market place. New online programs are being offered by our sister public institutions and private colleges in the state. ECU’s first mover position in online delivery is no longer a competitive advantage. A continued threat is the abundance of for-profit schools promising an easy admission experience and a short time to degree. Their marketing campaigns reach many prospective students in our market. Students begin these programs unaware of the high costs and low value of the degree.

2. Through centralized marketing efforts, ECU must develop a clear position in the market in regards to quality, cost and value. We as a university have high quality programs both on-campus and online. We make initiatives to train faculty for effective online teaching. Our costs are quite low for in-state students compared to sister institutions, private colleges and for-profit schools. An integrated marketing and communications plan should be implemented at both the Graduate School level and department level. ECU must not rely on the mere offering of online programs as their differentiator in the market place, but instead develop an identity based on leadership, innovation and value.

4.8. Increasing competitiveness of graduate assistantship stipends
The selective awarding of graduate assistantships is an essential strategy for increasing the competitiveness of graduate recruiting efforts at ECU. Recent program reviews have pointedly demonstrated the non-competitive nature or ECU’s assistantship offerings both within NC system schools and at ECU’s peer institutions. The next few years will require a challenging strategic approach. In the current budget situation funding allotted for graduate assistantships is not likely to increase over the next three to four years. The only two realistic ways to increase assistantship levels will be to (a) reallocate funding from low-priority programs to high-priority programs and (b) reduce the number of assistantships offered, thereby increasing the amount available per assistantship.

A soon to be released draft of the report from the Task Force on Graduate Education has specific proposals on metrics and procedures to be used for assessment of minimum graduate assistantship funding levels to maintain the viability and sustainability of ECU’s graduate programs. Fund levels above minimum viability requirements may be allocated strategically according to methods and procedures described in the task force report. In addition to the task force report, program priorities developed by the Program Prioritization Committee (PPC) will inform the allocation of assistantship funds.
Undergraduate Research and Creativity Awards

The Undergraduate Research and Creativity Awards (URCA) are sponsored by the Office of Undergraduate Research, Division of Research and Graduate Studies. These awards are designed to support travel, supplies and stipends for students carrying out projects under the mentorship of a faculty member at ECU. All academic disciplines are encouraged, with the largest number of applications from the natural and biomedical sciences.

Students can apply for up to $2000 but depending on the number of meritorious applications, requested funds are often awarded at a reduced rate. The URCA awards are competitive; since 2008-2009, the funding rate has gone down from 75% to 35% with the number of applications doubling each year (see below). Last month, 30 out of 65 applications were funded based on review by a panel of discipline-specific faculty members. Last year, we initiated two funding deadlines, which encouraged those students who did not get funded in the fall to revise their applications and re-apply in the spring. Depending on funding, we hope to continue to fund a spring cycle in 2012.

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