

AGENDA
University Affairs Committee
November 3, 2022

- | | | |
|------|--|-------------|
| I. | Approval of Minutes – September 15, 2022 | Action |
| II. | Operational Metrics | Information |
| III. | Conferral of Degrees | Action |
| IV. | Student Success Within a Relationship Rich Culture | Discussion |
| | a. Student Success Overview | |
| | b. Experiential Learning Panel | |
| | c. First Year Assessment | |
| V. | Closed Session | |



Meeting of the Board of Trustees
University Affairs Committee
November 3, 2022

AGENDA ITEM

- I. Approval of Minutes – September 15, 2022..... Dave Fussell
Committee Chair

Situation: The committee needs to approve the minutes from the September 15, 2022 meeting.

Background:

Assessment:

Action: This item requires a vote by the committee.

East Carolina University Board of Trustees
University Affairs Committee
Thursday, September 15, 2022, 2:15 p.m.
Main Campus Student Center 249

Members attending: Dave Fussell, Chair, Jeff Roberts, Vice Chair, Ryan Bonnett, Leigh Fanning, Jim Segrave.

Conflict of Interest Statement - The meeting was opened by the reading of the conflict of interest statement by Chairperson Dave Fussell.

- I. Minutes from April 28, 2022, were approved without dissent.
- II. The Power of Partnerships - Vice Chancellor for Student Affairs Dr. Virginia Hardy; Provost Dr. Robin Coger; Acting Chief Research and Engagement Officer Dr. Sharon Paynter
 - a. Recruitment and Retention
 - i. Impact of Residential Life - Dr. Virginia Hardy

Partnerships help enhance recruitment and retention efforts.

Housing - ECU has a Freshmen residency. Freshmen are required to live on campus, so we need to ensure resident halls have quality of living, good programming, provides students opportunity to find a sense of community and a sense of belonging.

Peter Groenendyk, Campus Living - Approximately 5,700 rentable beds on campus (does not include beds leased back to the university for offices but includes beds in Fleming Residence Hall [off-line this year for renovation]). New, first-time students are required to live on campus (unless they live within a 35-mile radius). 95% of Freshmen class are housed on campus. Residential experience exists to connect students more fully to the university in their first formative years of scholarly development. Living on campus provides them easy access to faculty, classes, support services, peer groups that they're going to need to fully engage with in the pursuit of knowledge. Housing and residence life could be nurtured with these connections while also providing opportunities to build definitive and develop a sense of place. At the same time, we have to have a safe, affordable, and desirable place for students to live. This assessment is one of many ways we determine whether we're hitting the mark. The assessment allows us to see our scores longitudinally over a series of years, but we can also contextualize those scores by comparing ECU to other universities and where we sit in the marketplace. We have extracted random samples of about 2000 residents. (we have about 5,000 residents this spring) and have a 67% return rate compared to the national average of 34%. Nationwide, about 225,000 students participated in the survey. There were 99 questions in 19 areas of analysis.

An assessment chart with the mean score for satisfaction with student staff was provided to include scores since 2012. ECU's overall rank is 24 out of 271 in comparison to 47 schools in our Carnegie classification. This puts ECU in the top 9%.

The purpose of the assessment is self-improvement. The Executive Summary (Melissa Allay, SA Assessment, Research and Planning handed out the report to the committee) tells where we need to focus attention: Monitor, Improve, Maintain, and Top Priority.

Trustee Bonnett asked if the mold issue had been addressed.

- iii. Student Activities: Chris Stanbury, associate vice chancellor for Student Affairs reported that the folks who have fun and “party with a purpose” engages students from the beginning – tours, open house, orientation, and involvement. They take very seriously that it is their job to deliver on the promises made to the students at these events: you can come here and be successful; you can come here and be part of something very special; you can come here and be part of Pirate Nation and be a Forever Pirate and accomplish all that you want in life. Student Affairs makes sure the students are engaged and connected – the Pirate Experience.

The Pirate Experience is designed to provide meaningful opportunities for students to build community, connect with new friends, engage through events and activities outside of the classroom, and it starts opening weekend and continues all year long:

- Movies on the MCSC Lawn
- Raid the Rec
- Pirate Palooza
- New Student Welcome and Convocation plus First Year Photo
- Greek Fest

- ii. Academic Success – Provost Robin Coger – Partnerships are important throughout our university and with external partners. Student success, regional transformation, and public service wouldn’t be possible without partners. What is student success? It is the academic learning environment as well as the belongingness and enjoyment of the college experience. Academic Affairs and Student Affairs help provide this for our students, our learners. The learners we break in are of a wide variety in age, experiences, goals. All of them want to ultimately achieve a goal which often translates to being a graduate of ECU and an alum, and to make a difference in the careers they had in mind for themselves.

Learning and evidence of learning translates to transcripts. Sometimes it translates to other things depending on what your field is, and then continue to move forward on a degree (degree persistence) and progress, but making sure that in the midst of that you’re acquiring competencies that are valued for the career you have in mind and professional skills that allow you to do well and succeed in the job you have in mind. Persistence: students return to ECU to journey to degree completion.

Enrolled students are undergraduates, graduates, transfers, and non-degree-seeking students. Non-degrees are those who are here for a particular goal/additional licensure. When considering going-all-the-way-to-degree, non-degree students are not counted. When we look at the other students, the question is are they making it all the way to graduation? Those are some of the performance metrics that are important that we’re paying attention to because that’s where we’re trying to go – making sure our students are not only are recruited but that they are graduating with a degree that they came here to earn.

So when you think of partnerships in that context, the activities would change depending on which discipline. External partnerships allow us to think about experts in our field (subject-matter experts), those that already are doing the work and jobs that our students anticipate in their future. When you bring those partners in (faculty do it a lot of different ways – sometimes as guest lecturers, specific projects students are involved with where subject-matter experts are interacting with), it allows the faculty to contrast the information that they want the students to learn by bringing in and interacting with subject-matter experts.

- Formal and informal engagements with discipline experts
- Project and team experiences
- University-facilitated work experiences
- Experiential learning activities – practicing your craft/discipline in ways to build your confidence in your understanding of your field

The strength of ECU is anchored in our people and depends on our collaborations together – how we work together inside the university but also how we partner inside with those outside of the university because we are always talking about the skills that our students master so that they are the professionals that we are seeking for them to be.

Partnerships and our recent reorganization – The recent campus restructure has enabled us to have another level of conversation. The current Academic Affairs envelops deans and library directors; academic operations and support; research, economic development and engagement, equity and diversity.

- Information exchange with subject-matter experts
- Leveraging strengths to benefit our competitiveness
- Synergistic efforts of benefit to ONE ECU
- More collaborations and cooperation

Academic Affairs relies on partnerships all throughout the campus. Partnerships mean how we work together, how we work with other universities, how we work with universities and corporations, and government and community partners. All this translates to things that allow the student experience to be enriched and the student understanding of their discipline to also be enriched by those partnerships.

- b. Research as a Workforce Development Strategy – Dr. Sharon Paynter – The university recorded its highest amount of sponsored awards last year at \$82 million. And today, we are at \$17.7M. Faculty are working hard with partners to think about how to give students opportunities to learn in ways beside industries, beside experts in technical places, to do things they would have never thought about doing.

ECU has had an opportunity to show its expertise against its peers across the country. The NSF HERD Research Expenditures has ECU at 192 out of 915 universities, our highest ranking thus far. In 2020, ECU was in the top 22% of institutions that expended at least 150K on research and development.

Highlight of some of the research taking place on our campus:

Dr. Brian Sylcott, College of Engineering and Technology, and Dr. Chia-Chin Lin, College of Allied Health Science – using neuroimaging and virtual technology to understand how adults process images and sound to prevent falls and improve movement and balance in daily activity – NIH funding \$377,499.

Dr. Jason Raupp, Thomas College of Arts and Sciences – using high resolution imaging to examine underwater World War II battlefield in Kitka, Alaska – the only site on US territory – NOAA funding \$707,330.

Dr. Karen Litwa, Brody School of Medicine – studies how brains work by examining how information is processed differently when autism is present – NIH funding \$429,505; uses high tech imaging to allow undergrad students to explore the technology and science in a new undergraduate course that will debut in Fall 2022 – NFS Career Award \$1.2M.

Dr. Rebecca Asch, Dr. Mark Sprague, Dr. Roger Rulifson, Dr. Joseph Luczkovich, Thomas Harriot College of Arts and Sciences - movement and spawning of southern flounder in Core Sound - 2022 NC Dept of Marine Fisheries award \$109,956.

Research activities are a critical workforce for the university:

- Credentials at graduate and undergrad levels in K-12 education, STEM, and health sciences.
- Focuses university efforts on economic impact and community engagement that deepens partnerships and strengthens local communities and the North Carolina economy.
- In 2017, ECU committed to producing 3,517 critical workforce credentials by 2022.
- Critical Workforce Credentials awarded - baseline 2015: 3,131; 2021-22: 3,871!

Workforce starts as a partnership early in life.

With no further business, the meeting adjourned at 3:10pm.



Meeting of the Board of Trustees
University Affairs Committee
November 3, 2022

AGENDA ITEM

II. Operational Metrics..... Robin Coger
Provost & Senior Vice Chancellor
for Academic Affairs

Situation: Presentation of the metrics monitored by the University Affairs Committee.

Background:

Assessment:

Action: This item is for information only.



AGENDA ITEM

- II. Conferral of Degrees..... Robin Coger
Provost & Senior Vice Chancellor
for Academic Affairs

- Situation:** The ECU Board of Trustees should confer the degrees of those qualified candidates.
- Background:** The ECU Board of Trustees has the authority and responsibility to confer the degrees for candidates who have been approved by the Chancellor and Faculty Senate.
- Assessment:** Proposed Motion:
"I move the committee approve the candidates for degrees, as approved by the Chancellor and the Faculty Senate, be authorized for conferral at the annual Winter Commencement on Friday, December 16, 2022."
- Action:** This item requires a vote by the committee and a vote by the full Board of Trustees.

AGENDA ITEM

- IV. Student Success within a Robin Coger, Provost & Senior VC for Academic Affairs
Relationship Rich Culture Virginia Hardy, Vice Chancellor for Student Affairs
..... Sharon Paynter, Acting Chief Research & Engagement Officer

Situation: Student success is a core value on most college campuses and is one of ECU’s strategic pillars. To recruit, retain and graduate students, colleges and universities use comprehensive approaches aimed at meeting students’ holistic needs.

At ECU, we are constantly discussing, analyzing, and monitoring how we measure and achieve student success on our campus. We are laser-focused on providing high quality academic programs, experiential and co-curricular initiatives, wrap-around services while building a relationship rich culture.

Background: Student success at ECU includes what happens in and outside the classroom. Providing a comprehensive collegiate experience where students can find a sense of belonging is important for their personal, academic, career, and overall development. The divisions of Academic Affairs and Student Affairs work closely together to ensure that students have access to high quality education, programs, services, and resources that enhance their learning, maturation, growth, and workforce readiness.

Assessment: This presentation will provide an overview of national and local data from high school graduates between the ages of 18-30. Additionally, we will highlight a few programs and strategies used at ECU to support student success through research, community engagement, coursework, curriculum, and/or co-curricular programs and experiences.

Experiential Learning Panel: From course-based undergraduate research experiences (CUREs) to immersive internship experiences, ECU supports several high impact practices that support student success. A panel of students and their faculty and staff mentors will provide insight into several programs offered by ECU that support student development inside and outside the classroom. The panel will include an overview of CUREs, undergraduate research and creative activities awards, Public Fellows Internships, and the RISE29 program.

First Year Assessment: The First Year Assessment is designed to collect feedback from incoming students about their past experiences and future expectations to make their transition to ECU as supportive as possible. We will share how these results inform early outreach efforts and allow us to design programs and interventions to help incoming students succeed at ECU.

Action: This item is for discussion only.

COGER’S CORNER:

Robin N. Coger, PhD
Provost and Senior Vice Chancellor for Academic Affairs

Welcome to our October issue of **First Monday**. This semester is certainly moving swiftly.

I hope your Fall semester is going well and that you’ve been successful in navigating through the planned and unplanned occurrences (e.g., projects, deadlines, events, assignments, Hurricane Ian, etc..) that make this journey fulfilling, while simultaneously prompting many to look forward to Fall Break.

In the September issue I mentioned that I’ve had the honor of learning about examples of excellence and commitment throughout every part of ECU since joining the ECU family. That continues to be true. I’ve also heard from a few Pirates who read last week’s [Chronicle of Higher Education article](#) by Audrey Williams June, which discussed why some high school graduates aren’t choosing to attend college and what universities could do to change their minds. Inside Higher Ed published a [similarly focused article](#), where in both cases the source of the data was a [Gates Foundation funded study authored by Edge Research and HCM Strategists](#). If you haven’t read them, the articles essentially presented data from a study of people between the ages of 18 and 30 who either stopped out or chose not to attend college. To briefly summarize, while 38% of those polled pointed to financial concerns as a key reason for not enrolling in college, 62% agreed they “would be willing to take on college debt if guaranteed a good job after graduation “. Additionally, 70% of the respondents somewhat agreed or strongly agreed with the statement: “On-the-job training is the best path to career advancement”.

The study mentions several key points:

- The need for higher education practitioners to be more effective in communicating our degree programs’ alignments and successes in providing real-world hands-on experiences;
- The need for higher education practitioners to be more effective in positioning graduates to attain degree-aligned jobs and advance students’ career goals;
- Many of these potential students want degree program flexibility, as well as help with financial aid & scholarships, managing personal finances, and job search counseling among other supports.

Connecting the dots – I thought I’d use today’s segment to link a fraction of the excellence ongoing at ECU with some of the support respondents identified as helpful to them in these publications.

We all already know that our faculty are front and center in fostering learning in the classroom in ways that are well received by today’s students and directly relevant to the competencies

Excerpt from October 2022 "First Monday" (<https://express.adobe.com/page/I3GnO0jMfctx3/>)

valued by employers. Wonderful scholarships certainly exist across our University and are also nationally available; and we have dedicated advisors and financial-aid experts assisting current and potential students. The accessibility to and number of these scholarships are areas in which our University can improve, yet I also respect that the larger Academic Affairs community is currently in a better position than I am to assess the steepness of our opportunity curve in this arena.

ECU students also have opportunities to engage in course-specific projects, faculty-led research, REDE's RISE29 projects, CRISP Center projects , global experiences abroad, on-campus work, service as student leaders and community volunteers; and internships & co-ops with local and national employers. Regarding the latter, ECU's [Career Services](#) produced their Fall Career Fair last week and that office is an incredible resource for students to access key resources for preparing their resumes, navigating interviews, and so much more.

All of these things are critical for positioning students to secure the jobs of their dreams after graduating from Pirate degree programs, if and only if students:

1. Immerse in the learning that comes from both the curricular and extracurricular activities; &
2. Make time to document and reflect on their experiences in ways that elevate their resumes, electronic portfolios, and subsequent job interviews.

This brings me to another gem already existing at ECU – the [ECU GROW](#) program led by Student Affairs and also adopted by the leadership of Joyner Library. For those unfamiliar with the program, its tenets are designed to help students translate their learning through ECU work to their future careers using a framing defined by 11 competencies. I am pleased to share that at our last Deans Council meeting, the Deans expressed enthusiasm in learning more about the program. I also suspect that as this incredible program "Grows" (pun intended) throughout the Pirate Nation, we will also find applicability of the *ECU Grow* framework to the learning that our students gain in the classroom.

ECU's faculty and staff are experts and life-long learners doing wonderful work. As we succeed in communicating that work more broadly, while continuing to leverage the knowledge of our many Pirate Nation experts to advance our amazing One ECU, I am confident that we will also win as a national exemplar in continuing to attract learners of every age to our programs.

Enjoy this October issue, and please join me in thanking all the contributors and the issue's designer for making this issue of *First Monday* possible.

Regards,
Robin Coger

Where Are the Students?

New Research into College Enrollment Declines



Author:
Edge Research and HCM Strategists

Report
Sep 28, 2022

Enrollment is declining in higher education, and while it's easy to blame it on the pandemic, data show it has been going on for longer than that. At the same time, we know that a postsecondary education is one of the best drivers of economic and social mobility.

This memo summarizes the key findings from our recent study, "Exploring the Exodus from Higher Education." The study, conducted from January – April 2022, included 11 focus groups and robust online survey (n=1,675) of high school graduates, 18-30 years of age, who decided not to go to college or dropped out of a 2-year or 4-year college program. The survey fielded March – April 2022.[1]

The purpose of this research is to understand why growing numbers of people are choosing not to go to college and what might help these learners decide to give college a chance.

This Issue Is Not One of Demographics Alone

When examining the audience of young adults who have not attended/completed college, it is important to consider psychographics and not merely differences on demographic variables such as race, ethnicity, or gender. When respondents are asked about their future plans regarding college, overall, forty-six percent (46%) indicate they definitely plan on going/returning, 41% are unsure, and 13% don't plan on going/returning. Asked about timing, those who plan to attend lean farther into the future, with 37% reporting that they plan to attend in 1-3 years, compared with 6 months to a year (31%) and within the next 6 months (15%).

However, if we look more closely at the 46% who definitely plan on going/returning, we see a relatively even split within key demographic variables (see Table 1). In other words, the reticence about higher education is not limited to a specific demographic.

Table 1 -- % Who Definitely Plan on Going/Returning to College by Key Demographics

Gender	Race/Ethnicity
Female – 47%	Black – 50%
Male – 46%	Hispanic – 50%
	White – <i>42%</i>

Red = statistically significantly lower than other audiences within subgroup

Regression analyses support this finding. They reveal that characteristics such as satisfaction with one's current life situation (e.g., future career/job prospects, financial health), and having a touchpoint to college (i.e., having attended some college and having a family member with a degree) are among the most powerful drivers of intent to attend/go back to school. These dimensions are far more predictive than demographics.

The Education Marketplace Has Shifted

With YouTube, stackable courses, certifications, on-the-job training, etc., there are more education options available today than ever. This audience has taken advantage of multiple avenues for learning outside of a college or university and sees great utility in doing so. More specifically, almost half (47%) indicate they have taken or are currently taking classes via YouTube, and approximately one-quarter have taken or are currently enrolled in courses to receive a license (25%) or to receive a verified certificate (22%).

This Audience Shares Mixed Views on the *Value* of Post-High School Education

They place the highest value in on-the-job training, with 44% deeming it an excellent value—more than any other education or training opportunity offered in the survey. In fact, 70% of this audience strongly or somewhat agree with the statement, *"On-the-job training is the best path to career advancement."*

It is also important to note that several identify other educational options as an excellent value:

- Course/courses to receive a license (35%)
- Four-year college degree (35%)
- Course/courses to obtain a verified certificate (34%)
- Course/courses to obtain a professional certification (33%)
- Two-year degree (28%)

Yet, more agree that a good job requires a certification as proof of someone's skills (68% agree) than those who agree that a good job requires a college degree (57% agree).

This audience makes its decisions about education based on value, investment, and opportunity cost. Yes, affordability matters, but **return on investment matters more**—to these young adults it is not merely about overcoming a financial barrier. In fact, 62%

For these young adults it is not merely about overcoming a financial barrier. In fact, 62% agree that they “would be willing to take on college debt if guaranteed a good job after graduation.” They want to be assured of the results that would make college worth their time and money.

And, when asked with which of the following statements they agree with,

- 38% agreed with the statement: *“Getting a college degree is worth the investment because after I graduate, I will be able to be able to have a career that allows me to be financially stable.”*
- 45% agreed with the statement: *“Getting a college degree is not worth the investment, because I cannot afford to go into debt when I am not guaranteed a future career path.”*
Note how this statement indicates the lack of an assured ROI.[2]

Results Reveal Additional Supports for College Students Can Make a Difference, But They Must Extend Beyond the Financial

The college price tag remains a primary obstacle for these young adults to obtain a degree, but it is not the only barrier to overcome. When given a list of potential reasons they have not gone/not completed a college degree program, 38% select it is too expensive/they do not want to take on more debt. This item is followed by 27% who select it is too stressful/too much pressure, the belief it is more important to get a job and make money (26%), and uncertainty about their major/future career (25%).

Table 2 further illustrates why assistance should include more than financial help. For example, more program flexibility and counselors to assist with job searches and help navigating college academics would be welcomed additions, among others.

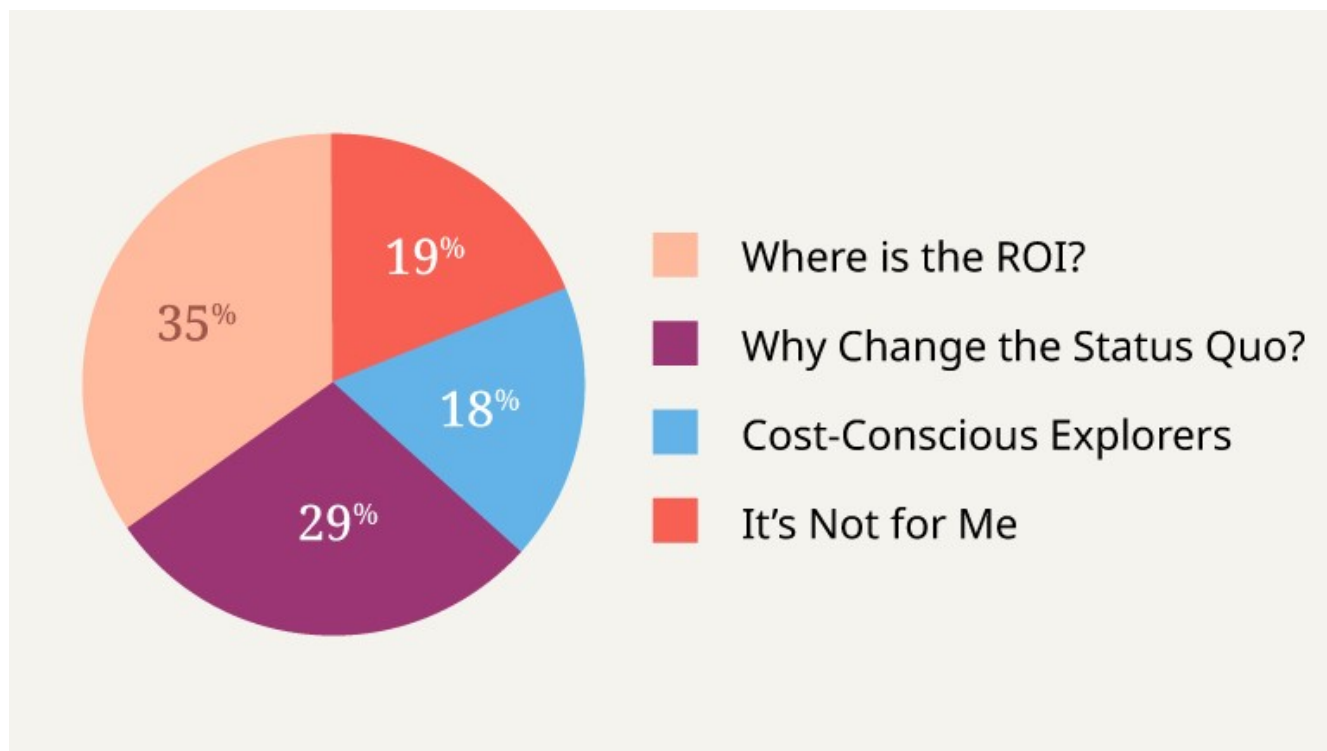
Table 2. Helpfulness of Potential Supports to Assist Individuals to Complete/Get a Degree

	% Extremely Helpful	% Extremely + Very Helpful
Being able to get more education without additional debt	53%	75%
Having a free class for all new students on managing personal finances	46%	71%

Having more flexibility in programs to fit your life	45%	76%
Being matched w/ a financial aid advisor who can help w/ financial aid, scholarships, and questions about \$ management	45%	75%
Job counselor who will help you make connections, prepare for interviews, help you find job you are looking for	44%	73%
Free technology, such as a laptop and internet access, when you enroll	44%	70%
Assistance with costs of living, such as childcare and free transportation, etc.	44%	70%
Counselor to help you figure out what to study, classes to take, meeting major requirements	42%	71%
Having opportunities to get real-world, hands-on experience while in school	42%	72%
Knowing that all of your classes will be in person	23%	44%

It is also important to note that most of this audience did not feel as though high school adequately prepared them for life after graduation. Only 30% thought high school prepared them extremely or very well for their next step in life. Thirty-one percent (31%) indicated somewhat well, and almost four-in-ten (38%) selected “not too well” or “not well at all.” Specifically, results indicate that high school provided important social skills, but it did not prepare this audience for “real world” needs such as how to get and keep a job, how to do taxes, and establish/maintain good credit, let alone how to succeed in college.

An Audience Segmentation, Based on Key Psychographic Variables, Reveals Targets for Support and Policy Intervention



To better understand how to affect positive change among this audience's decisions about college, we must look beyond demographics and understand their varying mindsets, motivations, current life experiences, and outlook on the future. Doing so uncovers four mutually exclusive subgroups:

- "Where is the ROI?" (35% of this audience) – This segment questions the value of college and requires guidance to ensure they get the most out of it. Their preferred supports—how to navigate financial aid and obtain assistance with post-degree job hunting—would help them answer and overcome the ROI question.
- "Why Change the Status Quo" (29%) – These individuals report the most success with their current life situation (including employment) and as such, must overcome the opportunity cost they face associated with obtaining a degree.
- "Cost-Conscious Explorers" (18%) – This group sees the value of a college degree but view the anxiety/pressure associated with it as an obstacle. They react positively to most supports, including those to help avoid the stress of debt and provide more program flexibility to fit their lives.
- "It's Not for Me" (19%) – This segment is the furthest from obtaining a college degree and likely the least affected by policy interventions. Compared to the other segments, they have the least confidence in their abilities and see the least value in college and other educational options.

college and other educational options.

[1] Please refer to the full report for detailed information about the study's methodology.

[2] 17% agreed with both statements or were unsure.

Sign up for our newsletter

Subscribe to get timely and informative updates directly from the U.S. Program team. The newsletter will offer research, resources, and materials that U.S. Program and our partners create to improve education for all. Subscribe today to read about lessons learned from practitioners.

Subscribe

By submitting your email to subscribe, you agree to the Bill & Melinda Gates Foundation's [Privacy & Cookies Notice](#)

The purpose of the Bill & Melinda Gates Foundation is to empower leaders who are dedicated to making America's public schools exceptional by sharing resources and key learnings gained through our collective work.

Contact Us

Follow & connect with U.S. Program:

WHO WE ARE

Leadership

Our P-16 Framework

Our Work in North America

Our Grantees

WHAT WE DO

K-12 Education

Postsecondary Success

Pathways

Economic Mobility and
Opportunity

Data

Early Learning

Washington State

Funding Opportunities

NEWS & INSIGHTS

Newsletter Archive

BILL & MELINDA
GATES foundation

500 5th Ave. N, Seattle, WA 98109

© © 2021 - 2022 Bill & Melinda Gates Foundation. All rights reserved.

[Terms of Use](#) [Privacy & Cookies](#) [Be Aware of Fraudulent Activity](#)

High-Impact Educational Practices



First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service Learning, Community-Based Learning

In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.



Table 1

Relationships between Selected High-Impact Activities, Deep Learning, and Self-Reported Gains

	Deep Learning	Gains General	Gains Personal	Gains Practical
First-Year				
Learning Communities	+++	++	++	++
Service Learning	+++	++	+++	++
Senior				
Study Abroad	++	+	++	
Student-Faculty Research	+++	++	++	++
Service Learning	++	+++	+++	++
Senior Culminating Experience	++	++	+++	++

+ p < .001, ++ p < .001 & Unstd B > .10, +++ p < .001 & Unstd B > .30

Table 2

Relationships between Selected High-Impact Activities and Clusters of Effective Educational Practices

	Level of Academic Challenge	Active and Collaborative Learning	Student-Faculty Interaction	Supportive Campus Environment
First-Year				
Learning Communities	++	+++	+++	++
Service Learning	++	+++	+++	++
Senior				
Study Abroad	++	++	++	+
Student-Faculty Research	+++	+++	+++	++
Service Learning	++	+++	+++	++
Senior Culminating Experience	++	++	+++	++

+ p < .001, ++ p < .001 & Unstd B > .10, +++ p < .001 & Unstd B > .30

Source: *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter* by George D. Kuh, (Washington, DC: AAC&U, 2008). For information and more resources and research from LEAP, see www.aacu.org/leap.



SECU PUBLIC FELLOWS INTERNSHIP

Looking for a dynamic internship opportunity that gives you a chance to positively impact eastern North Carolina? The State Employees Credit Union Public Fellows Internship Program may be the perfect fit for you! Get paid to build connections with community leaders, receive business etiquette and leadership training, and work on a project that develops skills for your career while advancing ECU's mission to serve others through partnership.

BUILDING TALENT, FORGING PARTNERSHIPS



\$4,500 stipend for internship participants



Work in **eastern North Carolina** communities



Develop network relationships with local leaders



Learn professional etiquette and leadership skills

CONNECT WITH US

[REDE.ECU.EDU/ENGAGEMENT](https://rede.ecu.edu/engagement)



Cassie Keel
SECU PFI Program Manager
KEELC15@ECU.EDU



Taking classes and getting good grades aren't enough anymore. **Employers want someone who is well-rounded and has experience.** Why not spend your summer in a great community that allows you to **prepare for your career?** **Don't let these opportunities pass you by.**

Alexis Murphy | 2018 PSI Intern at Pocosin Arts Center

PFI MISSION

The SECU Public Fellows Internship Program focuses on strengthening eastern North Carolina communities by bringing in talented, skilled students to work in professional internships. The program is unique in its mission to combine a traditional internship experience with a community engaged mission, partnering students with leaders in local government, nonprofits and private businesses to solve local problems.

WHY CHOOSE PFI?

The benefits of the SECU Public Fellows Internship Program go beyond the \$4,500 stipend for interns. Students may be tasked with exploring community and economic development, grant writing, or project implementation, strengthening core competencies gained through academic programs and experiential learning. The program also includes professional and leadership development components, specifically workshops on communication, business etiquette, networking and professional practice.

ELIGIBILITY

The SECU Public Fellows Internship Program is open to ECU undergraduate students who meet the following requirements:

- **North Carolina resident**
- **3.0 GPA or higher in major field of study**
- **Completed at least 60 semester credit hours**

Applicants will be selected by a team from the Office of Community Engagement and Research and additional faculty representatives.

Apply online at [GO.ECU.ECU/PFI](https://go.ecu.edu/pfi).

RISE29 (Rural Innovations Strengthening Eastern – 29 Counties)

- The Golden Leaf Foundation funded the RISE29 program which represents a joint venture between the Miller School of Entrepreneurship and the Division of Research, Economic Development, and Engagement. The aim of the program is to change the way stakeholders in rural communities approach small business development and entrepreneurship by utilizing the university's undergraduate student body. With the intention to eventually support all 29 counties in eastern North Carolina, the first phase of the program serves Beaufort, Hyde, Martin, and Pitt counties.

The RISE29 program works closely with advisory councils embedded in each of the four counties. Members of the advisory councils include economic development representatives, local government officials, business leaders, and other community stakeholders.

- Several avenues exist within the RISE29 program which aim to spur innovation throughout eastern North Carolina and across ECU's campus. The ways students can be involved include:
 - RISE29 Consulting Internships
 - The RISEUp Academy
 - The E-Passport Program
- **RISE29 Consulting Internships** Student interns from across campus get hired and paired with regional small businesses to address specific challenges or growth opportunities leading to job growth in rural communities. Small businesses are recommended to the program by the regional advisory councils. Once recommended, RISE29 staff work to develop a semester-long scope of work and match those with student intern applicants. Students then approach the scope of work through a quality improvement lens, where they plan and implement strategies to address their client's needs. A student's typical semester of work includes industry research on their client's business, examination of the client's capacity and organizational processes, and the development and implementation of recommendations to resolve the original challenges or opportunities outlined.
- **The RISEUp Academy** is another internship opportunity that is available to students where students are paid to work on their own businesses. Over the course of a semester, student entrepreneurs gain access to an assortment of tools and knowledge increasing the likelihood of success of their business and the establishment within eastern North Carolina. Students of the Academy work toward predetermined milestones which guide the growth of their ventures. Additionally, the interns are introduced to university subject matter experts, local entrepreneurs, and economic development professionals, exposing them to regional resources of support where they gain an understanding of the local ecosystem.
- **The E-Passport Program** is an extracurricular student enrichment program designed to establish a culture of entrepreneurship across ECU's campus. The program serves as an avenue for students to expand their entrepreneurial network, identify potential mentors, build on their entrepreneurial mindset, and immerse themselves in different communities. Throughout the year, programs and events are identified with a focus on entrepreneurship, professional development, and community driven. E-Passport participants earn points by attending and participating in these types of events. Points contribute to the levels at which different incentives are awarded.
- Each opportunity within the RISE29 program provides students with unique experiential learning opportunities. Likewise, students participating in these opportunities are directly impacting local rural economies through job creation and small business starts. The partnerships presented by the RISE29 program integrate students, university faculty and staff, and community partners.
- For more information, visit our website, <https://rise29.ecu.edu>. For questions, email rise29@ecu.edu.



Consult with
regional businesses on
real-world problems



Develop a
startup through
ECU's RISEUp Academy



Hone entrepreneurial
skills through
ECU's **E-Passport Program**

RISE 29 ENTREPRENEURSHIP PROGRAM

In 2019 East Carolina University created RISE29, now a national model for emerging entrepreneurs who are transforming rural communities with startups, business consulting and job development.

Small business partners bring real problems to ECU that engage students in finding innovative solutions to their challenges. Students conduct industry and market research, analyze data, and use critical thinking to bring new ideas to life. Along the way, the small businesses are able to make decisions that impact eastern North Carolina through job creation, job retention, and the strengthening of strong entrepreneurial networks.

In alignment with the RISE29 model, a key element of the program is supporting ECU student entrepreneurs. Opportunities like the RISEUp Academy and the E-Passport program expose students to resources within the region and foster a culture of entrepreneurship across ECU's campus.



CONNECT WITH US



Tristyn Daughtry

RISE29 Program Manager

RISE29@ecu.edu

252-814-6114





// I don't believe I could have started my business just anywhere. ECU and Greenville have provided me all of the tools and support I need for my business to thrive. **I can't imagine a better place to start a business than in eastern North Carolina.** //

Taylor Walden | Owner, Simple & Sentimental
ECU Senior, Business Management

ENTREPRENEURSHIP PATHWAYS

RISE29 Consulting Internships

- Offered every semester
- Matches student teams with small business clients
- Addresses systemic challenges or growth opportunities
- Conducts extensive research and analysis to develop and implement strategic recommendations

RISEUp Academy Internships

- Offered once a year
- Takes student from business idea to launch
- Expand your network
- Get introduced to experts and local entrepreneurs, economic development professionals, and local business leaders

ECU E-Passport Program

- Establishes a culture of entrepreneurship at ECU
- Expand your network, find mentors and grow knowledge
- Participate in entrepreneurial events hosted across campus
- Tailored to meet individual students' needs

RESEARCH & DEVELOPMENT SUPPORT

ECU and its partners are providing research and development support through a variety of approaches, from student housing programs to financial support. Below is a sampling of the resources provided through RISE29.

- Accelerate Rural
- Innovation Living Learning Community
- Industry and Community Partner Mentoring
- Microenterprise Fund
- Miller School of Entrepreneurship
- Multi-Campus Research Labs
- NSF I-Corps@ECU
- Office of Innovation and New Ventures
- Pirate Entrepreneurship Challenge
- Small Business and Technology Development Center at ECU
- Van and Jennifer Isley Innovation Hub

STUDENT OPPORTUNITIES

RISE29 accepts students for fall, spring and summer internship opportunities, as well as opportunities for its RISEUp Academy and E-Passport programs.

Fall and Spring Internships

- 15 weeks
- 20 hours per week
- \$10 hour

Summer Internships

- 12 weeks
- 25 hours per week
- \$10 hour

For more information about these opportunities, contact RISE29 at RISE29@ecu.edu.





Introduction

- The First Year Assessment (FYA) was designed in 2019 by Student Affairs Assessment, Research, and Planning (SAARP) with assistance from colleagues in Institutional Planning, Assessment, and Research (IPAR) and a faculty member in the department of Psychology. This year's FYA was administered to all potential first-year students who paid an enrollment deposit by early June 2021. The Office of Student Transitions and their Orientation Assistants provided key support in the survey administration by bolstering communications outreach in addition to SAARP invitations to participate via e-mail messaging.
- This assessment collected feedback from incoming students about their past experiences and future expectations to make their transition to ECU as supportive as possible. Ultimately, the information will inform early outreach efforts and the design of programs and interventions to help incoming students succeed at ECU. Additionally, the data can assist in predicting retention and persistence rates, thus identifying potential factors associated with an increased risk of departure.
- The First Year Assessment is comprised of a variety of questions across the following broad categories:
 - College choice and application information, educational expectations, part-time job history and expectations, and academic and social fit with ECU
 - Assessment of one's confidence in academic and general self-efficacy
 - Externally validated scales measuring resilience, anxiety, depression, stress, overall mental health, and loneliness
 - Internally validated scales measuring commitment to earning a bachelor's degree, and commitment to continuous enrollment at ECU specifically
 - Goals and expectations for student success

Methodology

- **Survey instrument and administration:** The survey was consisted of 92 questions grouped across 11 topical sections, including three free-response items designed to identify students' goals and expectations while at ECU. The instrument was designed and delivered via Qualtrics with unique links to the survey for each student.
 - **Introduction:** This section included eight items measuring the college choice process, family educational history and expectations, and student employment history and expectations during their first year.
 - **Academic and Social Fit:** This section included six items (five used in the measurement scale) assessing students' academic and social fit with ECU, and if incoming students believe they have the financial resources needed to finish college (excluded from scale analysis).
 - **Academic and General Self-Efficacy:** Academic self-efficacy was measured using the 10-item Beliefs in Educational Success Test (BEST-10), which asks respondents to rate their belief in their ability to succeed in their education. General self-efficacy was measured using the 8-item New General Self-Efficacy scale, which measures a student's self-esteem and confidence in performing effectively across different tasks.
 - **Resilience:** Utilizing the Connor-Davidson Resilience Scale (CD-RISC), this 10-item short form measured students' levels of resilience through their responses to various external stressors. The CD-RISC is a 25-item assessment that can be reduced to a 2-item and 10-item short form. All three measurement scales

are externally reliable and validated instruments, but the 2-item version has lower internal reliability than the other two versions. The 10-item scale was selected for parsimony.

- **Stress:** Stress was measured via the 10-item Perceived Stress Scale (PSS), which may also be reduced to a 4-item short form (PSS-4) by using four of the ten items from the original scale. Both scales are externally reliable and validated, but the 10-item scale has higher internal reliability.
- **Mental Health:** This section utilized the 18-item short form of the Mental Health Inventory (MHI) to measure general psychological distress and wellbeing in our first-year student population. Six separate externally validated scales are created from these 18 questions, which include two overall measures of mental health and wellbeing (MHI-5 and MHI-18), and four sub-scales measuring anxiety (MHA), depression (MHD), behavior control (MHC), and positive affect (MHP). While the two overall mental health measures are designed to be similar, the MHI-18 has greater internal reliability than the 5-item short form (MHI-5).
- **Loneliness:** This section employed the 10-item short form of the UCLA Loneliness Scale (ULS) to measure students' subjective feelings of loneliness and social isolation. The 10-item ULS short form is an externally reliable and validated version of the revised 20-item ULS (version 3.0).
- **Degree and Institutional Commitment:** This section included ten total items evaluated across two measurement scales assessing students' level of commitment to earning a bachelor's degree either at ECU or elsewhere (5-item degree commitment scale), and their level of commitment to maintaining continuous enrollment at ECU while in pursuit of their degree (5-item institutional commitment scale). Both scales are modified from externally reliable and validated measures.
- **Demographic items:** Our survey includes four demographic items designed to measure student characteristics not available from institutional records: military affiliation, self-reported disability status, gender identity, and sexual orientation.
- **Student Success:** Finally, the last section included three free-response items asking students to describe their personal definition of student success, how ECU can help them achieve their goals of student success, and why students chose to attend ECU.

➤ **Informed consent statement:** Confidential information collected on the survey included Banner ID, email address, and first and last name. All responses are confidential, with strict privacy controls on the sharing of information. All responses were combined and only reported in the aggregate.

➤ **Response rate:** The FYA was administered to 4,118 students who paid an enrollment deposit by June 2022, and 3,531 students responded to the assessment. Among the total number of respondents, 3,369 attended an orientation session, 3,473 were present on the first day of class, and 3,441 were enrolled after fall census. With a final first-time full-time population of 3,788 students, the FYA had a 92% response rate among matriculated students, and a final 91% response rate among students enrolled after census date. Overall survey attrition was low, with roughly 5% of respondents skipping various sections of the survey.

➤ **Analysis:** The following results represent frequencies and descriptive statistics of certain items and calculated scaled scores from individual items that comprise each scale. The resilience (0-40), stress (0-40), and loneliness (10-40) scales have various scoring ranges according to their instructions. All other scales are scored by summing the overall raw totals for each scale and then using a linear transformation formula to convert the score to a 0-100 scale.

Executive Summary

➤ Included in this report is an examination of aggregated and disaggregated mean scores for the 2022 incoming first-year student cohort across several important demographic, attributional, and dispositional factors. In

In addition to aggregate summaries, the First Year Assessment (FYA) also includes statistical comparisons that disaggregate these data across seven dichotomous categories.

- **Sex description:** binary sex description (male/female) assigned at birth
- **First generation students:** students whose parent(s)/guardian(s) do not have a bachelor's degree
- **Residency:** in-state versus out-of-state residency
- **East/West of I-95:** NC residents who live east or west of I-95
- **Tier 1-2 counties:** students who live in the 80 most economically distressed counties in NC
- **Pell:** Pell grant recipients
- **FAFSA:** students who completed the Free Application for Federal Student Aid

➤ Results from the FYA have been consistent over the last four years (2019-2022), with mean scores varying by less than one point on any given scale across all four years of analysis. What has varied slightly each year is the relationship between the student success outcomes measured and the demographic classifications of the students. Additionally, we have seen small variations in the relationship between the scales employed in the survey and overall student success metrics throughout the students' first academic year. Student success metrics analyzed include:

- Persistence rates for students' first three semesters (fall, spring, and the following fall),
- Grade Point Averages for students' first two academic terms (fall, spring), and their first-year cumulative GPA, and
- Student credit hour (SCH) accumulation percentages (ratio of SCH earned over SCH attempted) for students' first two academic terms (fall, spring) and their first-year cumulative credit hour accumulation. These ratios represent students' overall pass-rates, which can stand as a proxy metric for progress towards degree completion.

➤ Analysis of these nine student success outcomes illustrates that several student demographic groups have higher (or lower depending on the reference group) student success outcomes. For instance, females perform better than males across six of the nine student success outcomes, whereas first generation college students and Pell grant recipients are outperformed in eight of the nine student success outcomes by continuing generation college students and non-Pell recipients.

➤ Finally, this report includes an analysis of the relationship between the eight scales used in the FYA and the aforementioned nine student success outcomes. For example, stress and loneliness scores were negatively associated with eight of the student success outcomes; whereas, mental health and wellness, degree and institutional commitment scores are positively associated with a majority of the student success outcomes.

Summary of Differences

➤ In disaggregating the data across seven binomial categories (see chart below), we determined how student scores on the various scales differed by student characteristics for the 2022 FYA cohort. In the table below, + indicates significantly higher scores on the various scales for each demographic group, – indicates significantly lower scores, and no sign indicates no significant difference between the two groups.

➤ For instance, 2022 first-year female students had higher levels of academic and social fit, academic and general self-efficacy, lower levels of resilience, higher levels of stress, lower levels of mental health and higher levels of loneliness, and higher levels of degree and institutional commitment compared to first-year male students.

2022	Fit	BEST10	NGSE8	CD-RISC	PSS	MHI	ULS-10	Degree	ECU
Females	+	+	+	-	+	-	+	+	+
1st Gen					+	-	+		
NC					+	-	+		-
East I-95					+	-	+		+
Tier 1-2					+		+	+	+
Pell					+	-	+		
FAFSA						-	+	+	+

Student Success Outcomes

- Similar to how students differed from one another in their mean scores on the various scales presented in the Summary of Differences section, we were also able to disaggregate the nine student success metrics across those same seven student characteristics. Like the chart above, the + sign indicates statistically higher rates for the noted classification of students.
- First-year female students in 2021 were more likely to have higher semester and cumulative GPAs and were more likely to have higher levels of credit hour accumulation than 2021 first-year male students. For the first time in our analysis, no difference was observed between female and male students with respect to retention to their second year.
- First generation college students and Pell recipients have lower persistence rates, lower GPAs, and lower credit hour accumulations than their peers.

2021	Persistence			Grade Point Average			Credit Hour		
	F '21	S '22	F '22	F '21	S '22	Cum	F '21	S'22	Cum
Females				+	+	+	+	+	+
1st Gen		-	-	-	-	-	-	-	-
NC				-	-		-	-	-
East I-95									
Tier 1-2					-		-	-	-
Pell		-	-	-	-	-	-	-	-
FAFSA				+					

- Finally, we were also able to determine the relationship between the various scales we measured on the FYA with the same student success metrics of persistence, grade point average, and credit hour accumulation.

➤ To interpret the chart below, refer to the second-to-last row evaluating commitment to earning a baccalaureate degree. Our analysis shows higher levels of degree commitment were significantly associated with greater levels of persistence in the spring semester and the fall of their sophomore year, higher semester and cumulative GPAs, and greater levels of credit hour accumulation compared to students with lower degree commitment scores. Ultimately, this analysis shows that all but one of the scales we employed were correlated with student success outcomes (resilience).

2021	Persistence			Grade Point Average			Credit Hour		
	F '20	S '21	F '21	F '20	S '21	Cum	F '20	S'21	Cum
Fit			+	+	+	+		+	
Academic				-	-	-			-
Social				-	-	-	-		-
CD-RISC									
PSS-10		-	-	-	-	-	-	-	-
MHI-18				+	+	+	+	+	+
ULS-10		-	-	-	-	-	-	-	-
Degree		+	+	+	+	+	+	+	+
Institutional			+	+		+			

Future Plans

➤ We implemented an intervention initiative with the Office of the Dean of Students, Residence Life, and Student Involvement and Leadership by identifying students whose stress, mental health, and loneliness scores were significantly different from the mean for all students. Given the association of higher levels of stress and loneliness and lower levels of mental health with poorer student success outcomes, we hope that early intervention with these students may lessen their risk of departure.

➤ The strong relationship observed between degree and institutional commitment and student success outcomes suggests that students who are more confident in their academic goals and those who are confident that ECU is the right place for them to achieve those academic goals perform better academically. Additional outreach efforts could be devised with academic advisors or other academic student success offices to reach out to students whose scores on these two scales are significantly lower than the average student for additional services or counseling.

➤ Another use of this data could include supplying Financial Aid Office a list of students who indicate significant financial obstacles to earning their degree and target them for additional discretionary financial aid.

➤ Moreover, by sharing this information confidentially, we intend to create outreach and support structures across the university to better support some of our more marginalized or at-risk students with respect to stress, mental health, wellbeing, and loneliness, to name a few.

Questions about this briefing may be directed to: Jeremy B. Tuchmayer, PhD, senior associate director of Student Affairs Assessment, Research, and Planning; 207 Mendenhall Student Center, Mailstop 224; tuchmayerj14@ecu.edu or 252-737-4702.

AGENDA ITEM

V. Closed Session Dave Fussell
Committee Chair

Situation: The committee requests to go into closed session in order to hear a personnel related matter.

Background: It is the policy of the State of North Carolina that closed sessions shall be held only when required to permit a public body to act in the public interest as permitted in Chapter 143 of the North Carolina General Statutes.

Assessment: The committee will go into closed session:

- To prevent the disclosure of confidential information under N.C. General Statutes §126-22 to §126-30 (personnel information) and the federal Family Educational Rights and Privacy Act; and
- To consider the qualifications, competence, performance, character, fitness, or appointment of prospective and/or current employees and/or to hear or investigate a complaint or grievance by or against one or more employees
- To consult with an attorney to preserve the attorney-client privilege between the attorney and the Committee.

Action: This item requires a vote by the committee.