

THCAS University Studies Program Self-Study: 2014-2020

Executive Summary

The University Studies Program staff has completed a self-study of the academic program in the context of the strategic goals of the program and East Carolina University (ECU). We are committed to the University's mission of innovative learning strategies, preparing students to succeed in a global, multicultural society, developing tomorrow's leaders, discovering new knowledge, and transforming and improving the quality of life of our students. The University Studies program supports the life-changing power of higher education by providing a pathway to graduation for students who face significant barriers that prevent their pursuance, continuation, or completion of a traditional undergraduate degree at ECU. Our staff are influential advisors and instructors and our program serves the college, university, and region. We do face challenges, especially in the areas of enrollment management, alumni tracking, fundraising, permanency on the program's staff, and incorporation of the program's students into the university's community, and we see opportunities for improvement and growth.

a. Overall quality of degree

Bachelor of Science in University Studies

Students majoring in University Studies have chosen this major because they previously encountered a barrier that prevents their pursuance, continuation, or completion of a traditional BA/BS degree at ECU. University Studies majors are upperclassmen (75 completed credits required to declare) who can utilize many of their accumulated credits from previous major(s) and/or transfer credits within their BS-US degree. Furthermore, University Studies students design their individualized BS-US degree with the goal that it meets their academic/career objectives and utilizes many of their accumulated credit hours. They receive personalized attention from the program's professional, academic advisors. Due to the individualized nature of the BS-US curriculum, University Studies majors take classes from most Colleges at ECU: Arts and Sciences, Allied Health Sciences, Business, Education, Engineering and Technology, Fine Arts and Communication, Health and Human Performance, and Nursing. We have had success in providing innovative pathways for students to complete an undergraduate degree at ECU who are: 1.) at-risk of leaving ECU and college if not for University Studies, 2.) interested in returning to ECU to complete an undergraduate degree, and/or 3.) looking for a degree that will utilize many of their accumulated credits. Student learning outcome assessment data suggests that overall program quality is good and improving. Student satisfaction, as measured by assessment of advising surveys and Graduating Senior Surveys, is strong.

b. Strengths and weakness of the program

The identified *strengths* of the program include:

- The program's alignment and support of the University's mission.
- Curriculum flexibility and the ability for students to design their thematic core curriculum.

- The utilization of a Faculty Oversight Committee (FOC) composed of faculty representatives from each of the colleges throughout the university to oversee the curriculum review and approval process.
- The development of standards for proposal review and approval to ensure consistency and continuity on the Faculty Oversight Committee.
- Support of a Workforce Advisory Committee. This committee is a collection of successful professionals throughout Greenville and the surrounding region who provide advice and support to the program.
- The University Studies degree can be completed both online and on-campus. Additionally, it is one, of only two, online undergraduate degrees at ECU that accepts students with a cumulative GPA below 2.50 (i.e. 2.00-2.49).
- The average years to graduation from the time of declaration of BS-US as a major, for both change of major and transfer students, is less than two years.
- The 2018 redesign of UNIV 2000 to not only help with the curriculum proposal process but teach students' lessons focused on their 1.) academic success, 2.) oral communication skills, 3.) career (and UNIV 4990 practicum) planning and preparation, and 4.) post-graduation responsibilities (ex. financial aid repayments).
- The 2019 development of special sections of UNIV 2000 for students who need to retake UNIV 2000 (due to a failing grade) but completed their Proposed Curriculum Plan and had it approved by the program's FOC. These special sections have different course objectives, instructional schedules, and assignments.
- Update of the UNIV 4990 Practicum Manual to better organize information regarding practicum options, practicum examples, and practicum mentor responsibilities.
- Course registration procedural changes in UNIV 4990 in which only the Director of the program registers students for UNIV 4990 and does so after review and approval of their proposed practicum and mentor.
- Expansion of qualifications for practicum mentors to include non-faculty, non-ECU personnel as long as the proposed mentor possessed qualifications/expertise related to the student's proposed practicum, and there was no other conflict of interest, such as being a family member of the student.
- To improve student retention and success, the program instituted several changes to academic advising including maintaining advising notes for each student, creating and utilizing Degree Works plans to track students' progression to degree completion and the submission of course substitutions, requiring phone and/or in-person appointments with advisors before course registration, broadening the advising pool through the addition of a new advisor with a 0.25 appointment to the University Studies program, and administering an advising survey for undergraduates with results showing that in Spring 2019, 93% of University Studies students "Agree" and "Strongly Agree" that they are pleased with their academic advising experience.
- Graduating Senior Survey from 2014 to 2020 showed that on average, 94% of University Studies graduates were "very satisfied" or "satisfied" with the overall education they received during their time at ECU.

- Recent graduates from the University Studies program report their college education contributed the most to their personal growth (e.g. self-discipline, responsibility, and self-awareness) and ability to write effectively.

The identified *weaknesses* of the program include:

- Historical data to create schedules based on student needs for UNIV 2000-Introduction to University Studies have not proven to be reliable. We are limited on our ability to anticipate enrollment in the course due to students joining the program continuously throughout the year and through varied pathways.
- Not knowing the post-graduation status of 40% of the program's graduates.
- Finding donors for our program's scholarship and priority funds. A smaller (and younger) alumni base makes it challenging to find donors for these two funds.
- Data collected on student learning outcomes did not include the instructional method (i.e. face-to-face versus online).
- Significant turnover in leadership over the past six years. During the period under review, we have had two interim Directors and two permanent Directors (the current Director has served since 2017). We have also had three Assistant Directors (the current Assistant Director has served less than six months). This lack of permanency on the University Studies staff is due to staff members finding promotional job opportunities outside of East Carolina University. This leadership turnover has posed challenges for developing and implementing consistent practices related to workload, evaluation, and operations.

c. Major Findings

During its first six years as an academic program at ECU, University Studies has filled a need at ECU by providing students an alternative path to degree completion. Further, the program has aligned and supported the University's mission. University Studies has enjoyed tremendous growth in regard to student enrollment and has taken numerous steps to demonstrate, enhance, and maintain program quality. This self-study has defined strengths as well as areas for improvement. The actions planned and included in this study will help shape the program in the future.

d. Actions Planned

The planned actions identified in this study include:

- Continue to participate fully in ECU's FINISH initiative by providing partway home students (i.e. adult learners who left college in good academic standing and 90+ credit hours but did not complete a degree) a pathway for degree completion when they are faced with barriers that prevent their pursuance/continuation/completion of a traditional degree.
- Continue to work with the program's ECU Career Center liaison to help students with career planning and development.
- Continue to facilitate consistent proposal review by the program's Faculty Oversight Committee by using the developed rubric which incorporates the accepted standards for proposal approval.

- Gather and track data on alumni accomplishments including, but not limited to, job obtainment/advancement and enrollment in postsecondary programs.
- Continue to interface with college marketing and communication staff to collect and promote successful alumni stories in social media. Begin to promote these stories on the program's website.
- Include dedicated and successful alumni in the program's Workforce Advisory Committee. Utilize these alumni to serve as program ambassadors in the community.
- Actively develop and steward resources to ensure the growth and sustainability of the University Studies scholarship and priority funds.
- Maintain support for staff professional development (conference travel, registration fees, publication subscriptions and material purchases).
- Maintain support for university and community outreach initiatives and committee membership.
- Regularly nominate staff for awards.
- Work to engage students in university experiences such as student organizations, academic workshops, and social activities by publicizing events through our social media outlets.
- Continue to maintain good management practices to facilitate longevity in staff positions.

Our work aligns with ECU's mission and the State of North Carolina's goal of increasing undergraduate degree attainment among its residents. We strive to help students who have reached an impasse in their college journey complete a degree that advances their knowledge in their chosen field. We will continue to build partnerships with academic units throughout the University and other stakeholders. We maintain and affirm our commitment to student learning, success, and the improvement in the quality of life within an interdisciplinary framework.

Full Report

1. Program Purpose

1.1 Program Purpose

The purpose of the Bachelor of Science in University Studies (BS-US) program is to facilitate students who are in good academic standing with at least 75 credit hours completed in designing an individualized, interdisciplinary degree that meets their academic/career goals, utilizes many of their accumulated credit hours, and culminates in the attainment of a Bachelor of Science in University Studies degree from East Carolina University (ECU).

1.2 Program Alignment

The BS-US program supports the University's mission of *using innovative learning strategies and delivery methods to maximize access* by:

- providing students the opportunity to self-design a course of study which is not available through current majors. When students are engaged with the design of their degree they can choose courses that are of interest to them which, in turn, extends to the level of motivation they have to learn and progress in their education.
- requiring all University Studies students to complete the University Studies Practicum (UNIV 4990). UNIV 4990 is the capstone course of the University Studies program experience. The course is designed to provide the student with a practical and professional experiential learning opportunity based upon their approved degree plan and thematic core. The practicum is a critical connection between the student's curriculum plan and post-graduation goals.
- providing fully online UNIV courses as well as campus-based sections.

The BS-US program supports the University's mission of *developing tomorrow's leaders to serve and inspire positive change* by:

- incorporating two leadership development courses within the BS-US required cognates (LDSP 1000 and LDSP 4000).
- requiring the completion of the University Studies Practicum (UNIV 4990). The student's practicum represents a learning opportunity for them to integrate the knowledge and theory gained through their curriculum into a practical application. In addition, the student must identify an individual willing to serve as their Practicum Mentor during their practicum experience. Responsibilities of the Practicum Mentor will differ based upon the student's chosen practicum option and thematic core. However, the overarching goal of all Practicum Mentors should be to increase the student's professional competence through guidance, motivation, support, and role modeling.

The BS-US program supports the University's mission of *improving the quality of life through cultural enrichment, academics, the arts, and athletics* by:

- providing a pathway to graduation for students who face significant barriers that prevent their pursuance, continuation, or completion of a traditional BA/BS degree at ECU. The barriers students often face which lead them to change their major to BS-US include:
 - Grade point average: increasing and/or competitive entrance requirements (GPA) for acceptance into traditional majors at ECU. For example, over half of the majors at ECU require a 2.5+ grade point average and the trend within the professional schools to increase entrance requirements.
 - Financial debt: students' inability to continue to receive Federal Financial Aid due to exceeding the maximum allowable timeframe and with the minimum GPA required for graduation from his/her academic program. As a result, the University Studies program provides a way for students to complete their degree in a timely fashion and minimize further student debt.
 - Limited online, undergraduate degree options at ECU that accept students with a GPA of 2.00-2.49.
 - Non-acceptance of accumulated credits within traditional undergraduate majors.
- helping to close the educational attainment gap in North Carolina. Less than half of North Carolina residents ages 25-44 have a postsecondary degree despite living in an economy where the vast majority of new jobs require education beyond a high school diploma ("Myfuturenc", 2020). In addition, North Carolinians from economically disadvantaged backgrounds are disproportionately affected and far fewer earn postsecondary degrees compared to students with higher economic stability ("Myfuturenc", 2020).

1.3 Features

The Bachelor of Science in University Studies degree is unique because it is specifically *designed as a degree completion program*. According to Stobierski (2019), "a degree completion program is an academic program specifically designed for students who have started, but not finished, a four-year undergraduate degree" (par. 4). To support the mission of being a degree completion program (and not a first-destination degree), students must have a minimum of 75 earned credit hours to declare University Studies as their major and have reached a barrier which prevents their continuation, completion, or pursuance of a traditional undergraduate degree.

The program is also unique in that it *accepts many credits that students have accumulated* from previous major(s) and/or transfer credits. This often provides students with a faster and less expensive alternate degree option versus completing (or beginning) a traditional undergraduate degree.

Within the program, *students can design their thematic core curriculum plan*. The thematic core is a unique and interdisciplinary grouping of courses not found in a traditional major at ECU and is designed to help students attain their educational and career goals.

Although the program and degree are administered and managed by the University Studies staff, it *utilizes a Faculty Oversight Committee* (FOC) composed of faculty representatives from each of the colleges throughout the university. The FOC reviews and provides final approval of every student's course of study and thematic core to ensure academic rigor and non-replication of an existing major at ECU.

The program also *has a Workforce Advisory Committee*. A collection of successful professionals throughout Greenville and the surrounding region are on the committee and provide advice and support to the program regarding current demands for professional skills and talents.

The University Studies degree is also unique in that it *can be completed both online and on-campus*. Additionally, it is one, of only two, *online undergraduate degrees that accepts students with a cumulative GPA below 2.5* (i.e. 2.0-2.49).

Lastly, the age distribution of students enrolled in the University Studies program is unique. As of Spring 2020, *47% of the students currently enrolled in the program were 25 years of age or older*.

1.4 External Factors

One external factor that impacted the program's enrollment was the *statewide concern, voiced by the University of North Carolina System* in 2017, that there are more than one million adults in North Carolina who have college credit but have not completed an associate or bachelor's degree ("Approaching the Finish Line," 2017).

With the hope that a better-educated state population will provide a stronger workforce and socio-economic benefits to the state, the North Carolina General Assembly authorized \$2.3 million to the UNC System to, "develop strategies and technology support to serve these students, recruit them to re-enroll and to move them successfully to a degree" ("Approaching the Finish Line, 2017, par. 7).

Through this endowment, *ECU created the FINISH initiative* which helps former ECU students return and reach graduation. FINISH employees assist returning students by discussing flexible degree options, including the Bachelor of Science in University Studies degree. This has impacted the program's enrollment.

Another external factor that has impacted the program's enrollment is the increase in academic major declaration requirements at ECU, coupled with a decrease in online undergraduate degree options. Out of 84 total bachelor's degree options at ECU, 25 are offered online. Out of these 25 online undergraduate degree options, only 2 are open to

students with a cumulative GPA of less than 2.50. The University Studies degree is one of these two options and, as a result, has seen an increase in enrollment.

2. Student Data: Enrollment, Degrees, Program Size and Student Success

2.1 Enrollment

Headcount. Enrollment in the program began in Spring 2014. Since that time, enrollment totals have increased and remained above 300 students per semester since Spring 2016. Our highest enrollment was in Fall 2018 (n=425) (Table 1). The majority of students remained **full-time** (12+ credits per semester) but we have seen an increase in part-time enrollment (for example, 40% of students were part-time in Spring 2020) (Table 2). **In-state** enrollment remains steady between 88% and 94% (Table 3).

Distance education only students have increased, and now outnumber **on-campus students** by a 3-2 ratio (Table 4).

Table 1. Enrollment Trends in University Studies

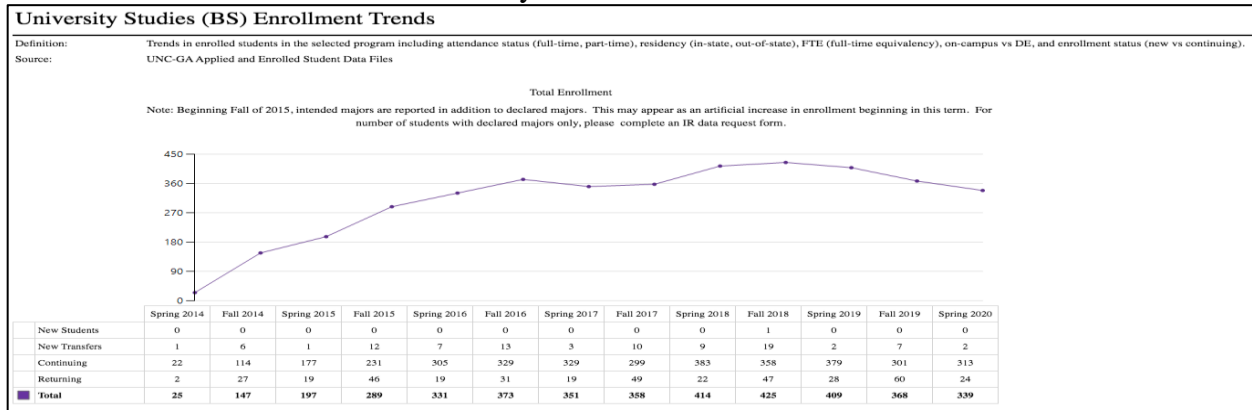


Table 2. Full-Time and Part-Time Enrollment Distribution in University Studies Program

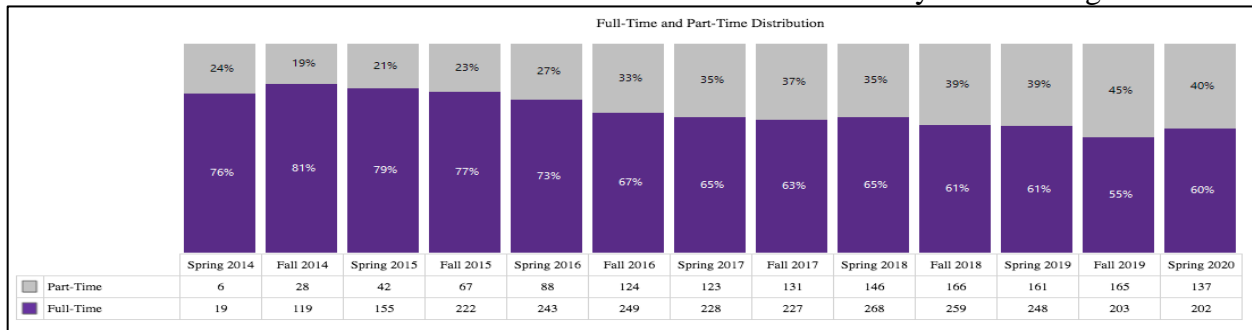


Table 3. In-State and Out-of-State Enrollment Distribution in University Studies Program

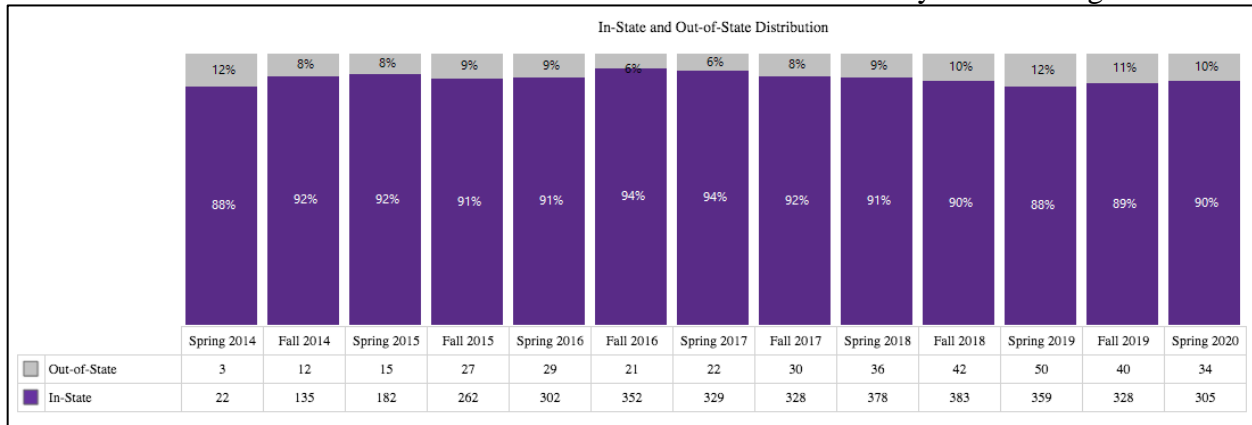
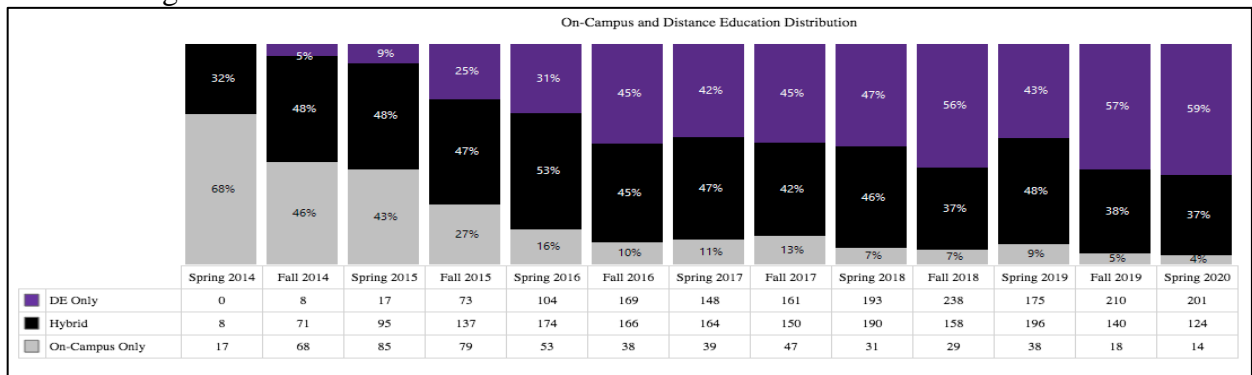


Table 4. On-Campus and Distance Education Enrollment Distribution in University Studies Program



Student Diversity. **Female** majors consistently outnumber **males** by a 2-1 ratio (Table 5). **White** students outnumbered **minority** students by a 3-2 ratio (Table 6). By **age distribution**, students at or above the age of 25 have steadily increased in number and represented 47% of the program’s total enrollment in Spring 2020 (Table 7). The majority of students came from eastern North Carolina, from the Research Triangle to the coast, with some from the Charlotte area (Figure 1).

Table 5. Gender Distribution in University Studies Program

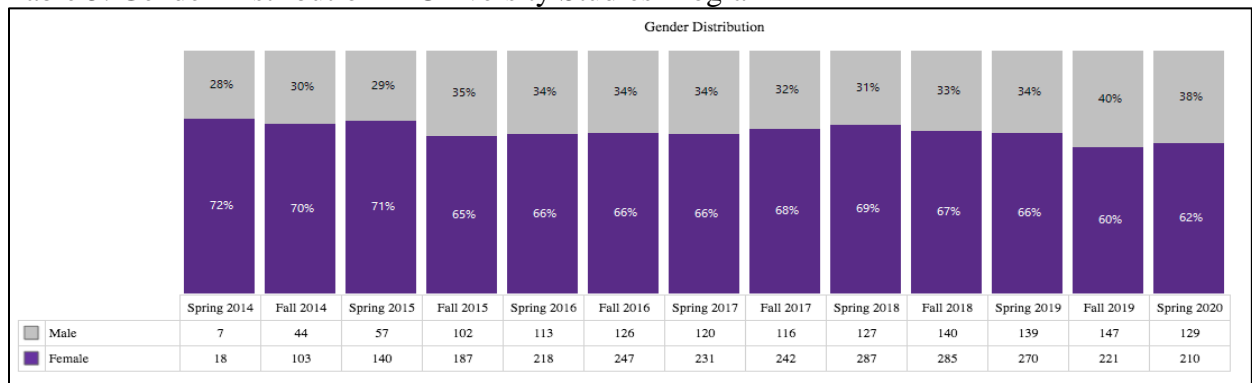


Table 6. Race and Ethnicity Distribution in University Studies Program

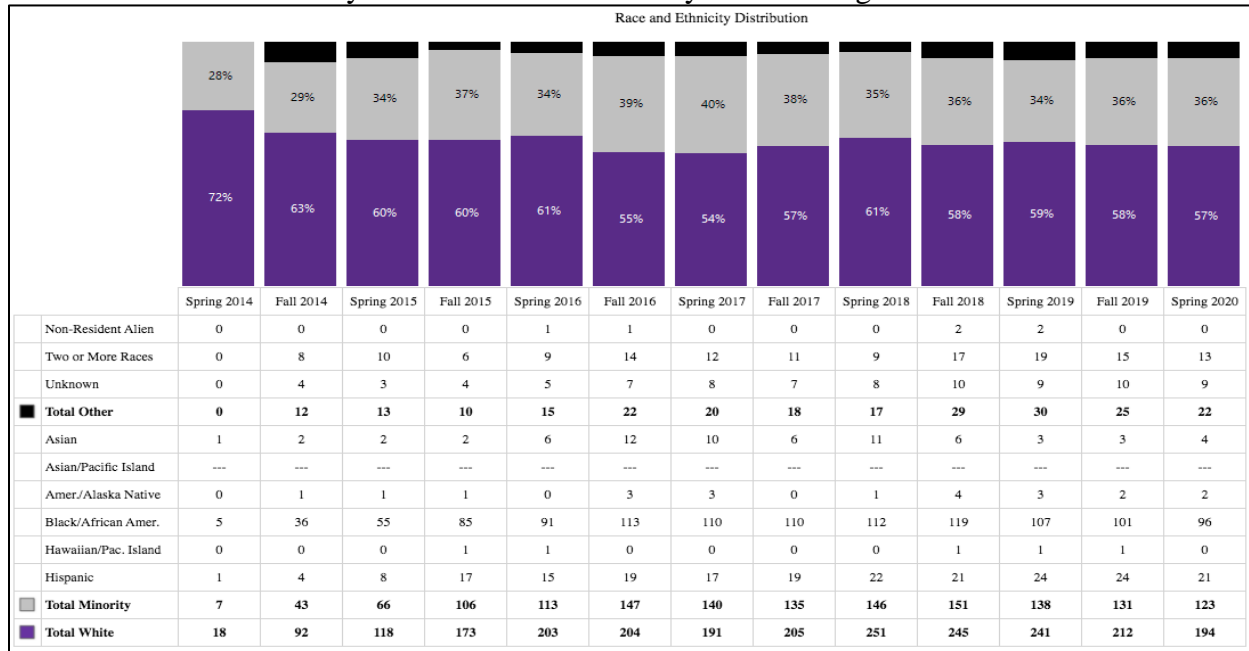


Table 7. Age Distribution in University Studies Program

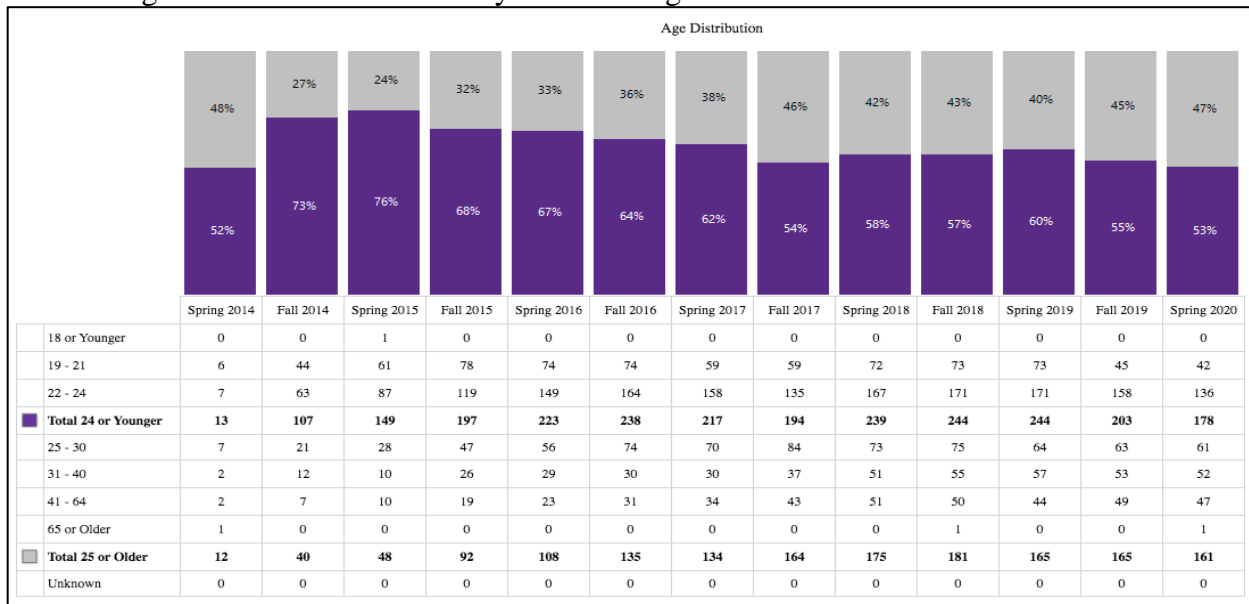
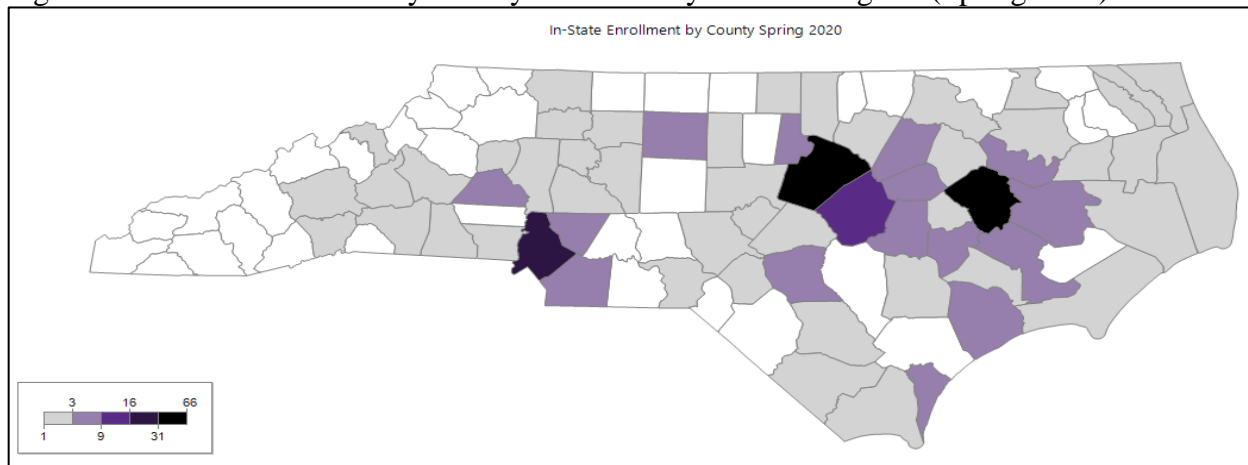


Figure 1. In-State Enrollment by County in University Studies Program (Spring 2020)



Undergraduate Characteristics. The **weighted high school GPA** for University Studies students was steady (mean 3.35) from Spring 2014 through a slight peak in Spring 2018 and Spring 2020 (mean 3.42 and 3.45) (Table 8). The **average combined SAT score** ranged from a high of 1017 in Fall 2014 to a low of 974 in Spring 2020 (Table 9). The **composite ACT score** shows the mean between 20 and 22 (Table 10).

Table 8. Weighted High School GPA of University Studies Students

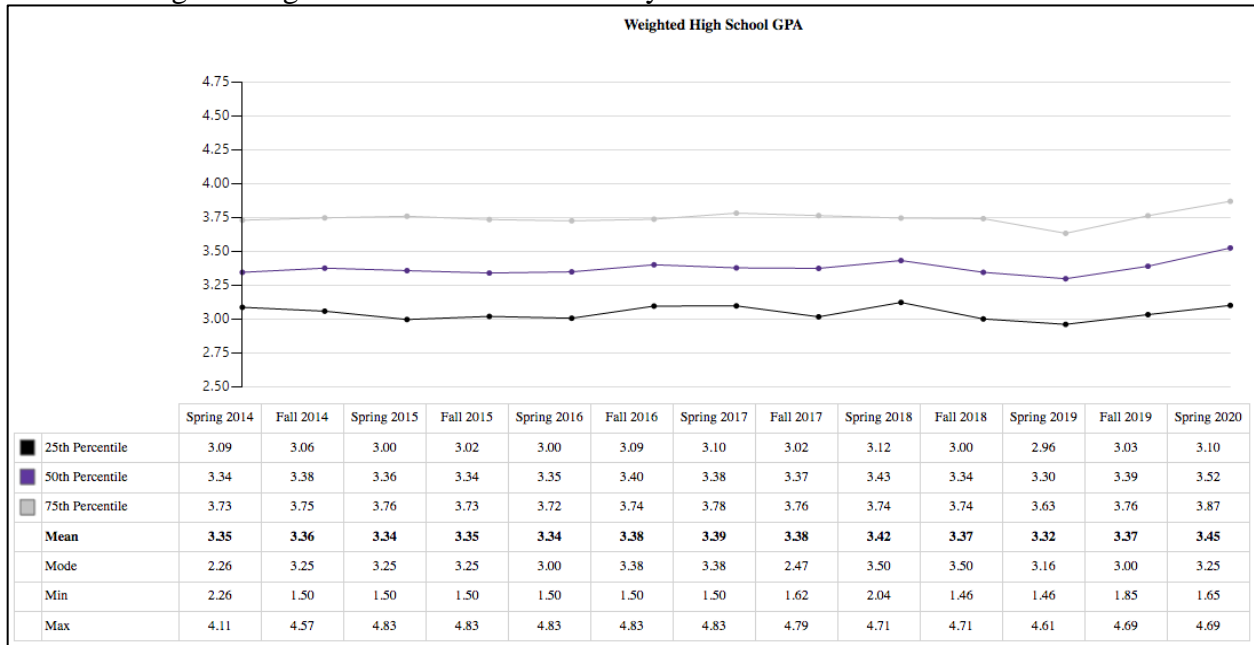


Table 9. SAT Scores of University Studies Students

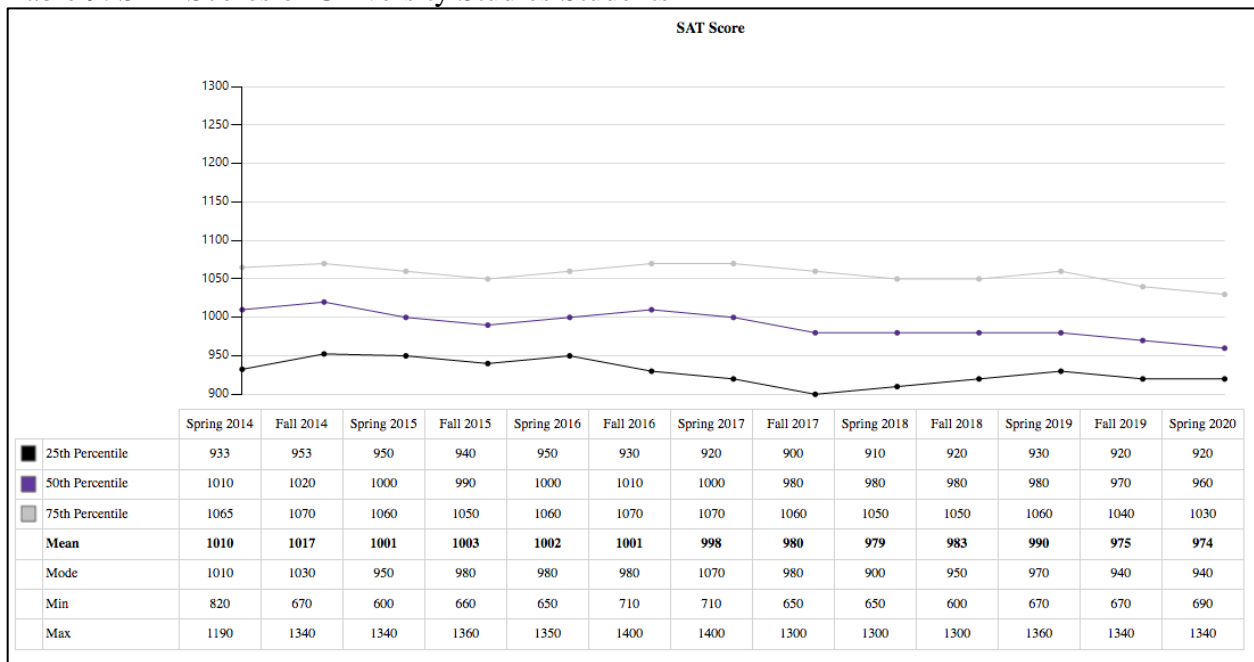
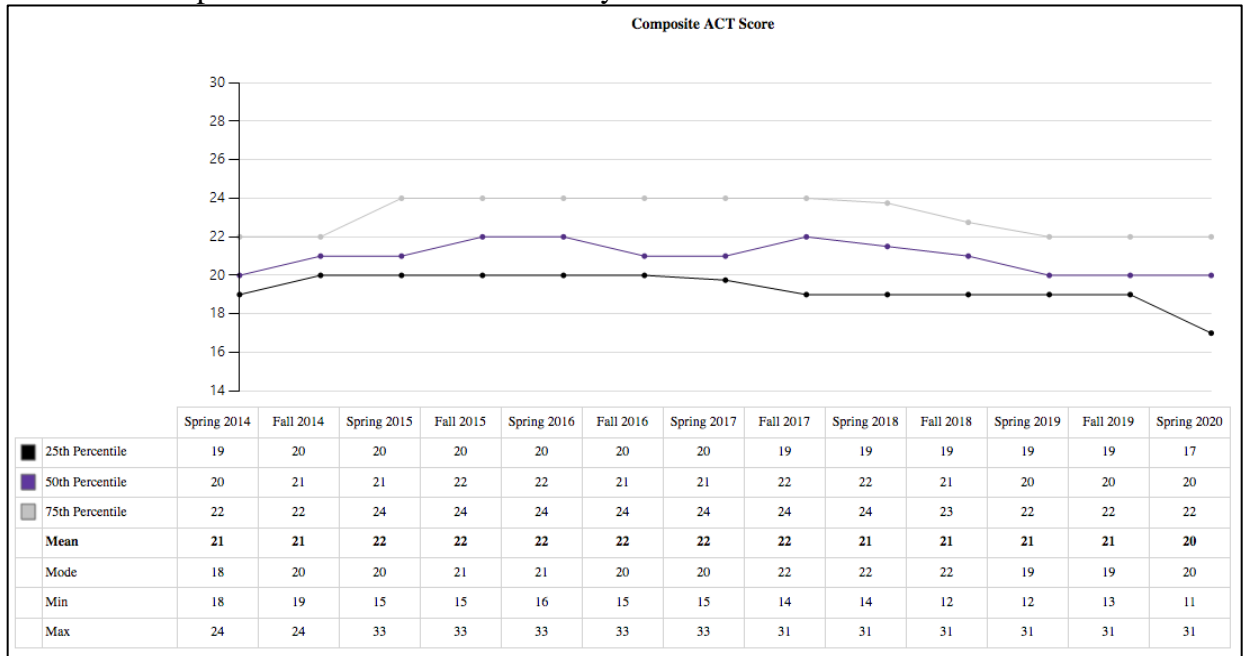


Table 10. Composite ACT Scores of University Studies Students



2.2 Degree Conferred

The first graduates from the program were in Summer 2014 (n=3). Since then the number of graduates has continually increased with a high of 235 in 2018-2019 (note: 2019-2020 graduate data was not available at the time this report was written) (Table 11). The majority of our graduates are female, ranging from 67 to 88 percent of each graduating class (Table 12). In terms of race and ethnicity, the major of graduates are white (57-69%) (Table 13).

Table 11. Total BS-US Degrees Awarded

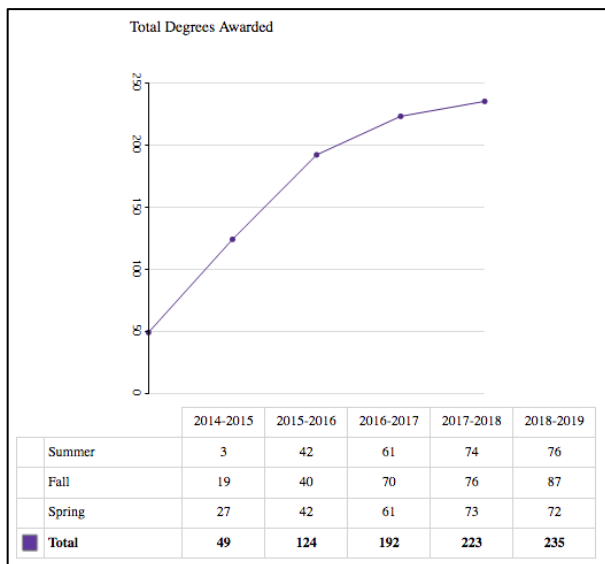


Table 12. Graduating BS-US Students Gender Distribution

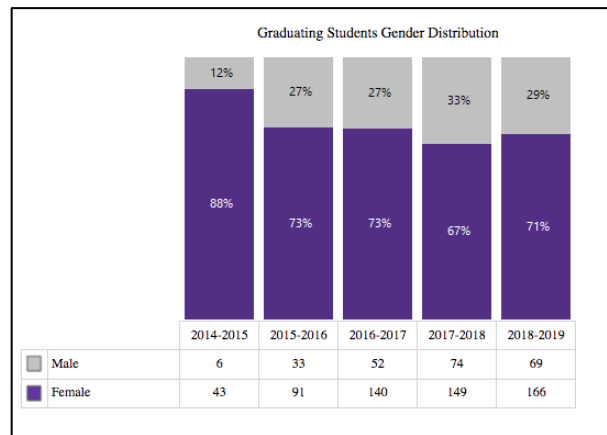
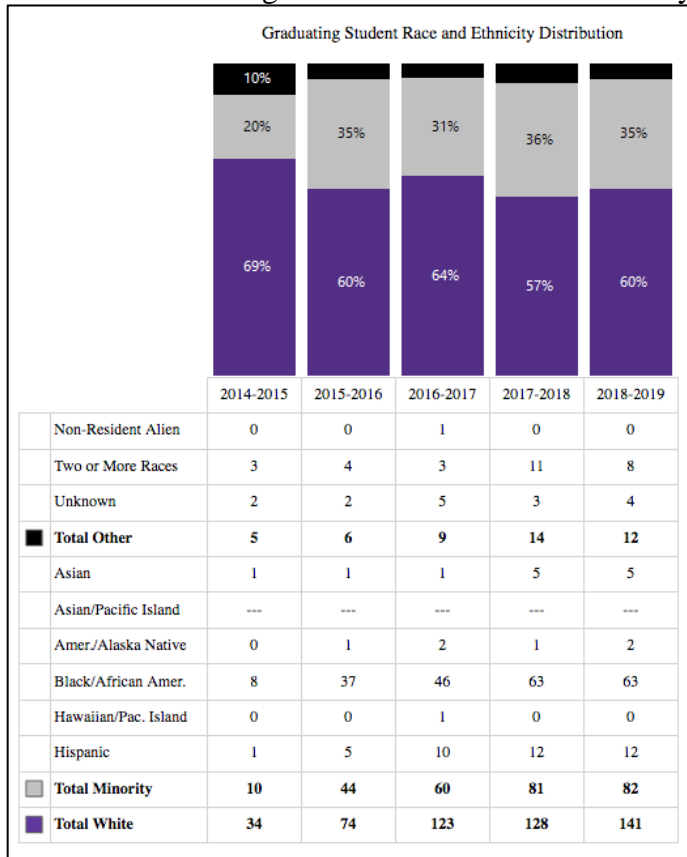
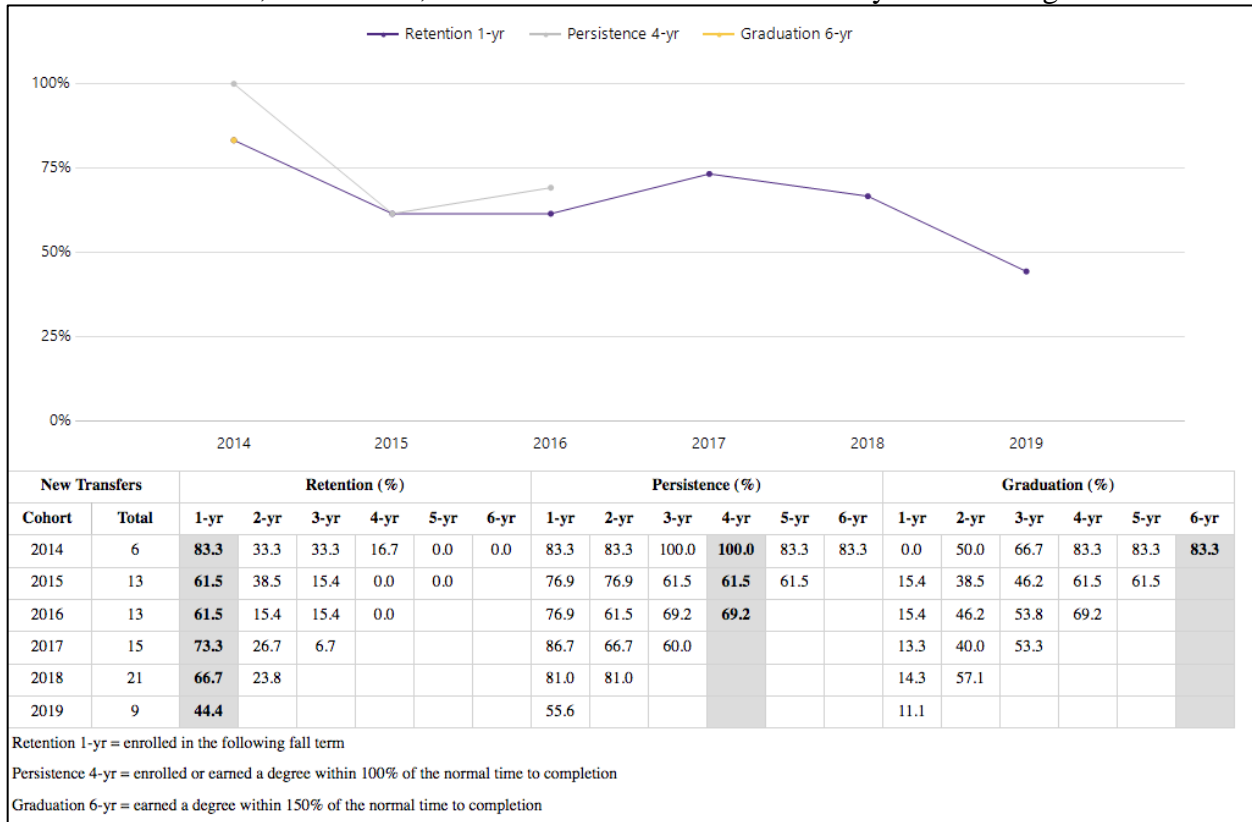


Table 13. Graduating BS-US Students Race/Ethnicity



Retention to Major and Persistence. Retention, persistence, and graduation rates are not available for freshmen as the program does not admit incoming freshmen. Data is available for new transfers and shows that the one-year retention rate was highest in 2014 (83.3%) when students could be admitted to the program with 30 completed credits (i.e. sophomore standing) (Table 14). In 2015, the 1-year retention rate dropped to 61.5%. This is the same year that admission requirements to the program were changed to 60 completed credits (i.e. junior standing). Admission requirements to the program were changed again in 2018 requiring admitted students to have at least 75 completed credits (i.e. mid-junior year standing). In 2018, the 1-year retention rate was 66.7% and in 2019 was 44.4%. The 4-year persistence rate was 100% for the students who entered in 2014, 61.5% for the 2015 cohort, and 69.2% for the 2016 cohort. Graduation rates vary from year to year due to the small sample sizes in cohorts. The 2-year graduation rate was 50% for the 2014 cohort, 38.5% for the 2015 cohort, 46.2% for the 2016 cohort, 40% for the 2017 cohort and then rose to 57.1% in 2018. The 4-year graduation rate was 83.3% for the 2014 cohort, 61.5% for the 2015 cohort, and 69.2% for the 2016 cohort. The 6-year graduation rate was 83.3% for the 2014 cohort.

Table 14. Retention, Persistence, and Graduation Rates in University Studies Program



Time to Degree. Average years to graduation for University Studies students (who matriculated as freshmen at ECU) hovered around 5 years with a peak of 5.36 in 2014-2015 and a decrease to 4.97 in 2017-2018 (Table 15). The median years to graduation also hovered around 5 years with a peak of 5.01 in 2014-2015 and a decrease to 4.70 in 2015-2016, 2016-2017, and 2017-2018. Average years to graduation for University Studies students (from the time of declaration of BS-US as major) averaged around 1.5 years, reaching a high of 1.63 years in 2018-2019 (Table 16). Median years were lowest in 2014-2015 at 0.93 have remained steady at 1.31 years since 2016. The average years to graduation for transfer students (beginning with matriculation at ECU), has steadily declined with a high of 6.71 in 2013-2014 to a low of 3.28 in 2019-2020 (Table 17). Average years to graduation for transfer students (from the time of declaration of BS-US as major) was lowest in 2014-2015 at 1.02 years and has slowly increased to 1.50 years in 2019-2020 (Table 18).

Note: The average years to graduation from the time of declaration of BS-US as a major, for both freshmen and transfer students, is less than two years. However, there has been a slight increase in the average years to graduation since 2014. This may correlate with the increase of part-time enrollment of students within the program.

Table 15. Years to Graduation (with BS-US) from Time of Matriculation to ECU: Continuing Students

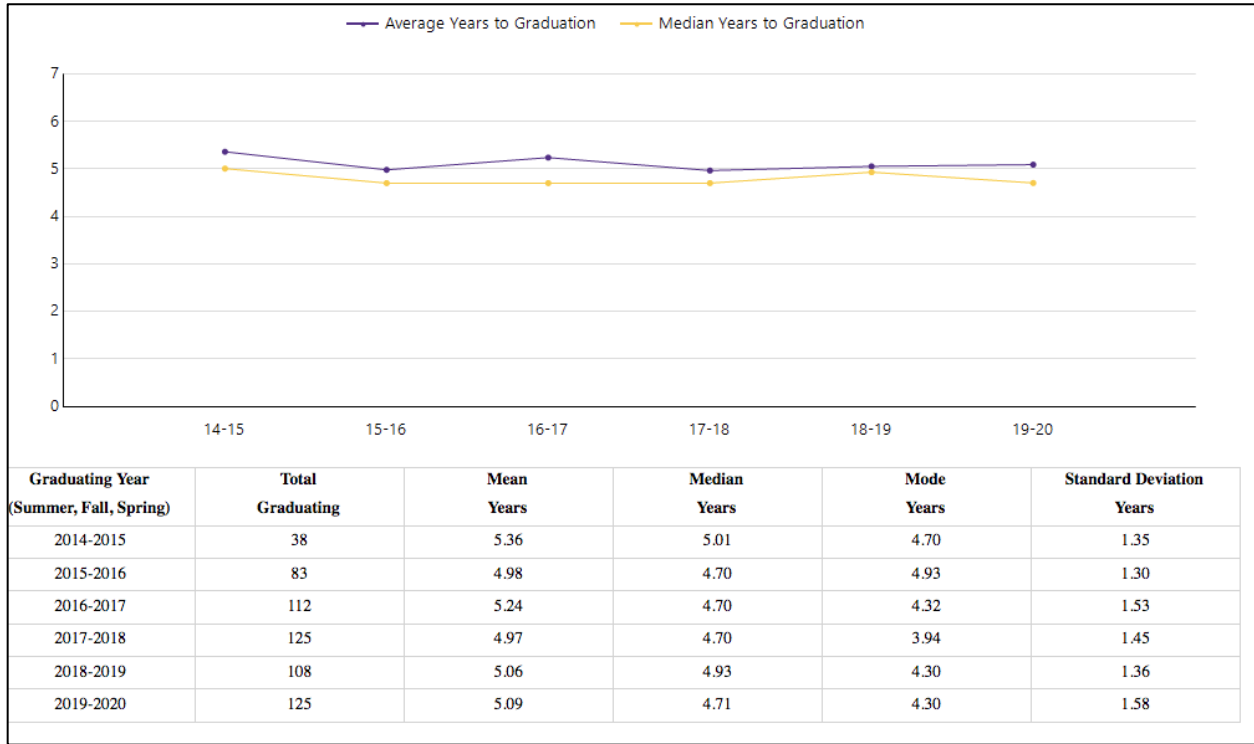


Table 16. Years to Graduation (with BS-US) from Time of Declaration of Program: Continuing Students

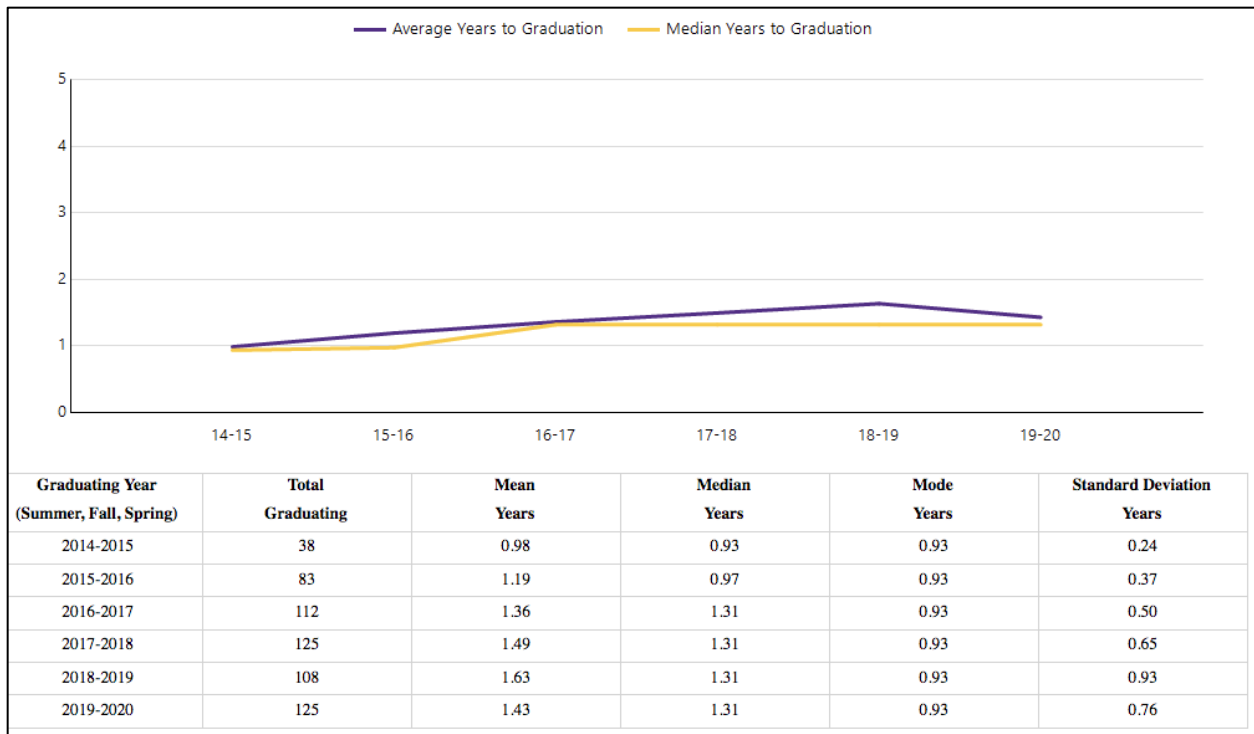


Table 17. Years to Graduation (with BS-US) from Time of Matriculation to ECU: Transfers

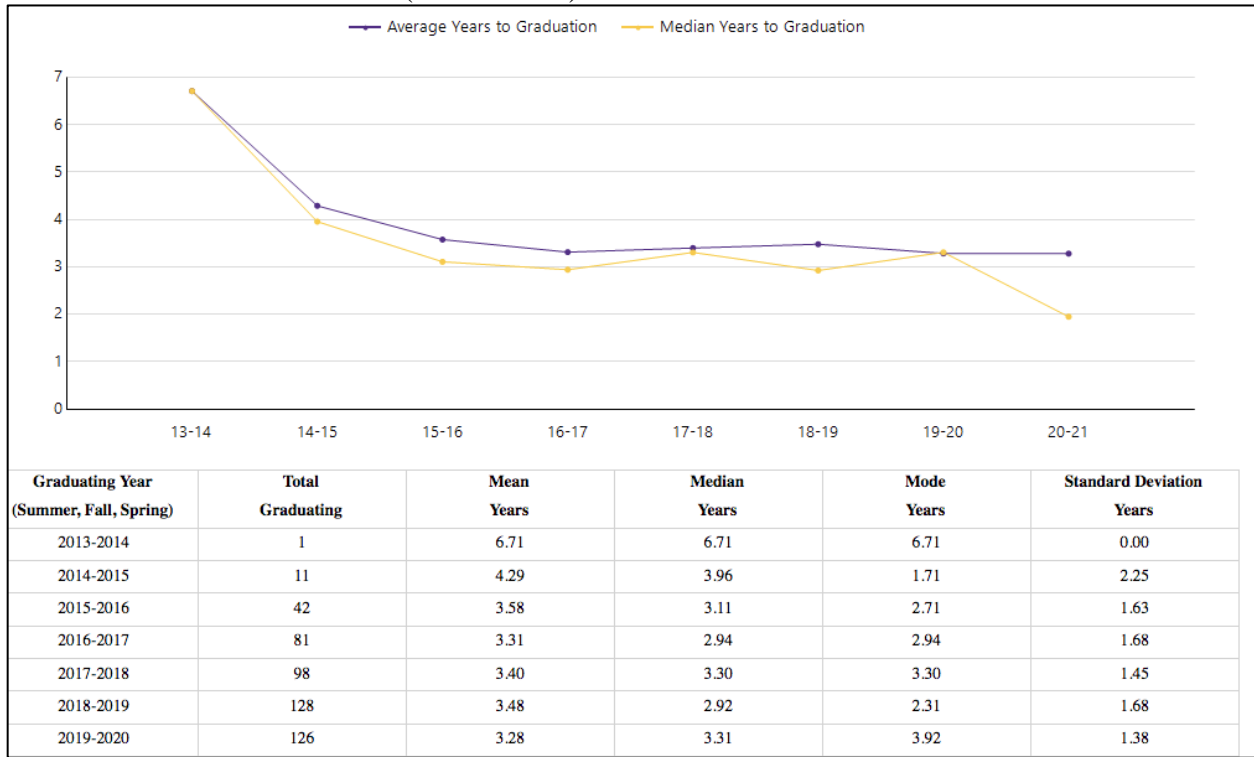
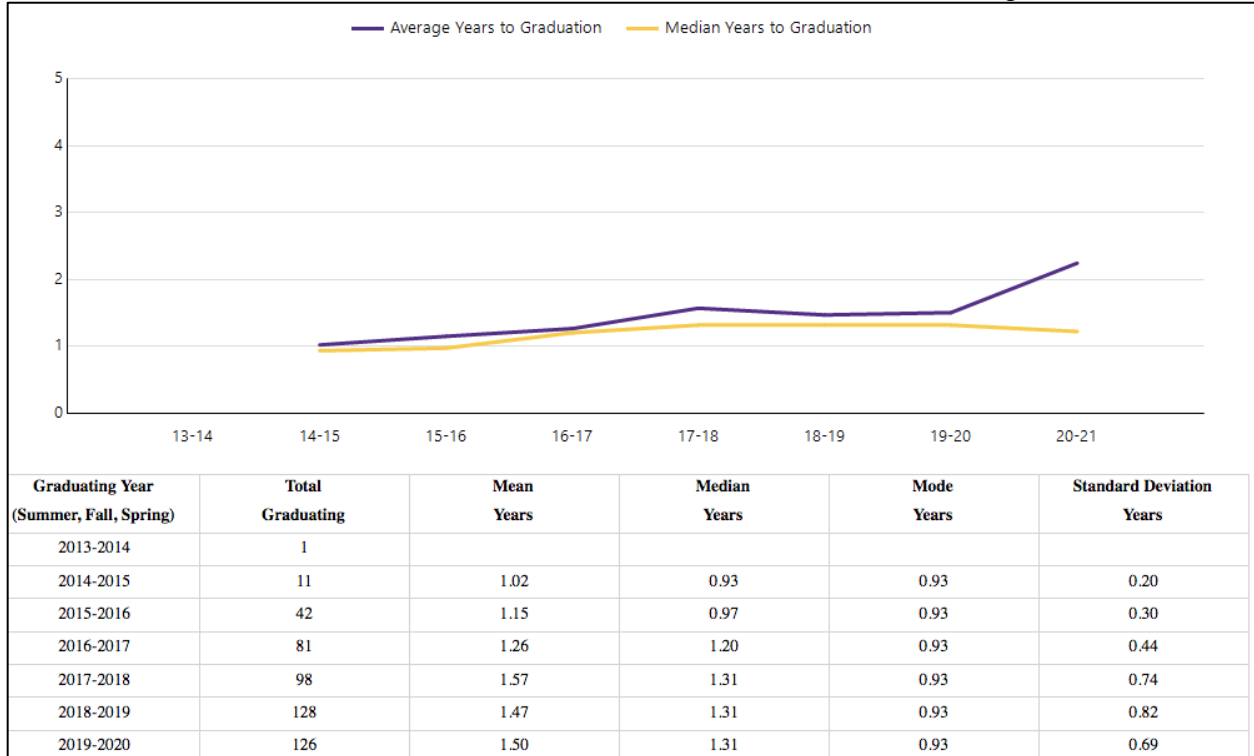


Table 18. Years to Graduation (with BS-US) from Time of Declaration of Program: Transfers



2.3 Trends in Graduate Program (Not applicable)

2.4 Justification of Program Size

Our work is central to ECU's mission and the State of North Carolina's goal of increasing undergraduate degree completion among its residents. However, our mission to serve students who need a degree completion program must be carefully carried out so as to not recruit students who can meet their career/academic goals through a traditional undergraduate degree at ECU. The program does not adopt any growth-promoting initiatives. We do not attend any recruiting events, college days, or orientation sessions. Also, the University Studies major is not listed on the admission application to ECU to ensure no student views the degree as a first-destination option. Therefore, we do not have the goal of increasing the number of University Studies majors.

Despite our non-commitment to increasing enrollment, we do strive to increase the efficiency of the program's operations and improve the management of its resources. As for enrollment management of the program's resources, historical data to create schedules based on student needs for UNIV 2000-Introduction to University Studies have not proven to be reliable. We are limited in our ability to anticipate enrollment in the course due to students joining the program continuously throughout the year and through varied pathways. Conversely, enrollment in UNIV 4990 is predictable as the only pre-requisite for the course is the completion of UNIV 2000.

The only factor we have to rely on is that *enrollment increases are continual* in the program. For example, between 2017 and 2019 enrollment in UNIV 2000 increased by 19% and in UNIV 4990 by 31%. As a result, the program overextended its available teaching personnel for both courses. To meet the program's needs, we increased offerings of UNIV 4990 from six to eight sections per academic year, hired a part-time, fixed-term teaching instructor for UNIV 4990, reconfigured the teaching responsibilities of the Director and Assistant Director, and rewrote the contracts for the program's Academic Advisors by adding the instruction of UNIV 2000 (with a permanent salary increase). Before, Advisors taught UNIV 2000 on an ad hoc basis and the program had to request temporary, fixed-term instructional appointments every term.

As far as student credit hours and FTE enrollments, it is important to note that all of our classes require smaller caps (i.e. UNIV 2000 is a labor-intensive course due to curriculum proposal writing), and UNIV 4990 is a writing-intensive, practicum course (capped at 25).

Student Success

2.5 D/F/W Rates. D/F/W rates in UNIV 2000 and UNIV 4990 show fluctuation from year to year (Table 19). UNIV 2000 had its highest D/F/W rate, 19%, in Fall 2019 and the lowest rate, 3%, in Summer 2018. UNIV 4990 had its highest D/F/W rate, 26%, in Spring 2018 and its lowest, 5%, in Fall 2014. It also shows that D/F/W rates trend higher in UNIV 4990 than in UNIV 2000. Assessment in this course is more

technical as it is a writing-intensive practicum course, which is quite different from UNIV 2000 which relies more on quizzes and short-answer essays. All of our instructors have adopted the Starfish reporting system for early intervention, which is a way to send early feedback to students (as well as the student's Academic Advisor) regarding course performance.

Table 19. Course Grade Distribution by College/Program (Lecture=UNIV2000; Practicum=UNIV 4990)

Fall 2014																					
COLLEGE	DEPARTMENT	INSTRUCTIONAL FORMAT	COURSE SECTION	METHOD OF DELIVERY	TOTAL ENROLLMENT	ADJUSTED ENROLLMENT	N/A	A	B	C	D	F	W	I	AUDIT	ABC RATE	DFW RATE	W RATE	TOTAL CREDIT HOURS	TOTAL QUALITY POINTS EARNED	TOTAL GPA
☐ College of Arts and Sciences					77	77	0	28	29	15	3	1	1	0	0	94%	6%	1%	121	365.20	3.02
☐ University Studies					77	77	0	28	29	15	3	1	1	0	0	94%	6%	1%	121	365.20	3.02
☐ Lecture					55	55	0	20	19	12	2	1	1	0	0	93%	7%	2%	55	160.90	2.93
☐ Practicum					22	22	0	8	10	3	1	0	0	0	0	95%	5%	0%	66	204.30	3.10
Grand Total					77	77	0	28	29	15	3	1	1	0	0	94%	6%	1%	121	365.20	3.02
Spring 2015																					
COLLEGE	DEPARTMENT	INSTRUCTIONAL FORMAT	COURSE SECTION	METHOD OF DELIVERY	TOTAL ENROLLMENT	ADJUSTED ENROLLMENT	N/A	A	B	C	D	F	W	I	AUDIT	ABC RATE	DFW RATE	W RATE	TOTAL CREDIT HOURS	TOTAL QUALITY POINTS EARNED	TOTAL GPA
☐ College of Arts and Sciences					95	95	0	32	36	19	1	3	4	0	0	92%	8%	4%	157	443.70	2.83
☐ University Studies					95	95	0	32	36	19	1	3	4	0	0	92%	8%	4%	157	443.70	2.83
☐ Lecture					64	64	0	23	24	11	0	3	3	0	0	91%	9%	5%	64	181.20	2.83
☐ Practicum					31	31	0	9	12	8	1	0	1	0	0	94%	6%	3%	93	262.50	2.82
Grand Total					95	95	0	32	36	19	1	3	4	0	0	92%	8%	4%	157	443.70	2.83
Summer I 2015																					
COLLEGE	DEPARTMENT	INSTRUCTIONAL FORMAT	COURSE SECTION	METHOD OF DELIVERY	TOTAL ENROLLMENT	ADJUSTED ENROLLMENT	N/A	A	B	C	D	F	W	I	AUDIT	ABC RATE	DFW RATE	W RATE	TOTAL CREDIT HOURS	TOTAL QUALITY POINTS EARNED	TOTAL GPA
☐ College of Arts and Sciences					24	24	0	2	14	7	0	0	1	0	0	96%	4%	4%	24	64.30	2.68
☐ University Studies					24	24	0	2	14	7	0	0	1	0	0	96%	4%	4%	24	64.30	2.68
☐ Lecture					24	24	0	2	14	7	0	0	1	0	0	96%	4%	4%	24	64.30	2.68
Grand Total					24	24	0	2	14	7	0	0	1	0	0	96%	4%	4%	24	64.30	2.68
Summer II Week 2015																					
COLLEGE	DEPARTMENT	INSTRUCTIONAL FORMAT	COURSE SECTION	METHOD OF DELIVERY	TOTAL ENROLLMENT	ADJUSTED ENROLLMENT	N/A	A	B	C	D	F	W	I	AUDIT	ABC RATE	DFW RATE	W RATE	TOTAL CREDIT HOURS	TOTAL QUALITY POINTS EARNED	TOTAL GPA
☐ College of Arts and Sciences					44	43	0	17	12	9	2	1	2	1	0	88%	12%	5%	132	366.60	2.78
☐ University Studies					44	43	0	17	12	9	2	1	2	1	0	88%	12%	5%	132	366.60	2.78
☐ Practicum					44	43	0	17	12	9	2	1	2	1	0	88%	12%	5%	132	366.60	2.78
Grand Total					44	43	0	17	12	9	2	1	2	1	0	88%	12%	5%	132	366.60	2.78
Fall 2015																					
COLLEGE	DEPARTMENT	INSTRUCTIONAL FORMAT	COURSE SECTION	METHOD OF DELIVERY	TOTAL ENROLLMENT	ADJUSTED ENROLLMENT	N/A	A	B	C	D	F	W	I	AUDIT	ABC RATE	DFW RATE	W RATE	TOTAL CREDIT HOURS	TOTAL QUALITY POINTS EARNED	TOTAL GPA
☐ College of Arts and Sciences					144	144	0	43	47	32	9	8	5	0	0	85%	15%	3%	232	605.90	2.61
☐ University Studies					144	144	0	43	47	32	9	8	5	0	0	85%	15%	3%	232	605.90	2.61
☐ Lecture					100	100	0	33	33	19	6	7	2	0	0	85%	15%	2%	100	272.00	2.72
☐ Practicum					44	44	0	10	14	13	3	1	3	0	0	84%	16%	7%	132	333.90	2.53
Grand Total					144	144	0	43	47	32	9	8	5	0	0	85%	15%	3%	232	605.90	2.61
Spring 2016																					
COLLEGE	DEPARTMENT	INSTRUCTIONAL FORMAT	COURSE SECTION	METHOD OF DELIVERY	TOTAL ENROLLMENT	ADJUSTED ENROLLMENT	N/A	A	B	C	D	F	W	I	AUDIT	ABC RATE	DFW RATE	W RATE	TOTAL CREDIT HOURS	TOTAL QUALITY POINTS EARNED	TOTAL GPA
☐ College of Arts and Sciences					156	156	0	44	53	44	3	4	8	0	0	90%	10%	5%	260	666.50	2.56
☐ University Studies					156	156	0	44	53	44	3	4	8	0	0	90%	10%	5%	260	666.50	2.56
☐ Lecture					104	104	0	33	36	31	0	2	2	0	0	96%	4%	2%	104	295.40	2.84
☐ Practicum					52	52	0	11	17	13	3	2	6	0	0	79%	21%	12%	156	371.10	2.38
Grand Total					156	156	0	44	53	44	3	4	8	0	0	90%	10%	5%	260	666.50	2.56
Summer I 2016																					
COLLEGE	DEPARTMENT	INSTRUCTIONAL FORMAT	COURSE SECTION	METHOD OF DELIVERY	TOTAL ENROLLMENT	ADJUSTED ENROLLMENT	N/A	A	B	C	D	F	W	I	AUDIT	ABC RATE	DFW RATE	W RATE	TOTAL CREDIT HOURS	TOTAL QUALITY POINTS EARNED	TOTAL GPA
☐ College of Arts and Sciences					51	51	0	9	30	10	0	1	1	0	0	96%	4%	2%	51	145.70	2.86
☐ University Studies					51	51	0	9	30	10	0	1	1	0	0	96%	4%	2%	51	145.70	2.86
☐ Lecture					51	51	0	9	30	10	0	1	1	0	0	96%	4%	2%	51	145.70	2.86
Grand Total					51	51	0	9	30	10	0	1	1	0	0	96%	4%	2%	51	145.70	2.86
Summer II Week 2016																					
COLLEGE	DEPARTMENT	INSTRUCTIONAL FORMAT	COURSE SECTION	METHOD OF DELIVERY	TOTAL ENROLLMENT	ADJUSTED ENROLLMENT	N/A	A	B	C	D	F	W	I	AUDIT	ABC RATE	DFW RATE	W RATE	TOTAL CREDIT HOURS	TOTAL QUALITY POINTS EARNED	TOTAL GPA
☐ College of Arts and Sciences					68	67	0	17	28	14	3	0	5	1	0	88%	12%	7%	204	534.60	2.62
☐ University Studies					68	67	0	17	28	14	3	0	5	1	0	88%	12%	7%	204	534.60	2.62
☐ Practicum					68	67	0	17	28	14	3	0	5	1	0	88%	12%	7%	204	534.60	2.62
Grand Total					68	67	0	17	28	14	3	0	5	1	0	88%	12%	7%	204	534.60	2.62

Fall 2016																					
COLLEGE	DEPARTMENT	INSTRUCTIONAL FORMAT	COURSE SECTION	METHOD OF DELIVERY	TOTAL ENROLLMENT	ADJUSTED ENROLLMENT	N/A	A	B	C	D	F	W	I	AUDIT	ABC RATE	DFW RATE	W RATE	TOTAL CREDIT HOURS	TOTAL QUALITY POINTS EARNED	TOTAL GPA
☐ College of Arts and Sciences					216	215	0	81	70	30	3	6	25	1	0	84%	16%	12%	382	1,007.40	2.64
☐ University Studies					216	215	0	81	70	30	3	6	25	1	0	84%	16%	12%	382	1,007.40	2.64
☐ Lecture					133	132	0	63	37	12	0	2	18	1	0	85%	15%	14%	133	381.90	2.87
☐ Practicum					83	83	0	18	33	18	3	4	7	0	0	83%	17%	8%	249	625.50	2.51
Grand Total					216	215	0	81	70	30	3	6	25	1	0	84%	16%	12%	382	1,007.40	2.64
Spring 2017																					
COLLEGE	DEPARTMENT	INSTRUCTIONAL FORMAT	COURSE SECTION	METHOD OF DELIVERY	TOTAL ENROLLMENT	ADJUSTED ENROLLMENT	N/A	A	B	C	D	F	W	I	AUDIT	ABC RATE	DFW RATE	W RATE	TOTAL CREDIT HOURS	TOTAL QUALITY POINTS EARNED	TOTAL GPA
☐ College of Arts and Sciences					192	192	0	112	53	9	3	5	10	0	0	91%	9%	5%	344	1,099.90	3.20
☐ University Studies					192	192	0	112	53	9	3	5	10	0	0	91%	9%	5%	344	1,099.90	3.20
☐ Lecture					116	116	0	72	29	6	1	3	5	0	0	92%	8%	4%	116	384.40	3.31
☐ Practicum					76	76	0	40	24	3	2	2	5	0	0	88%	12%	7%	228	715.50	3.14
Grand Total					192	192	0	112	53	9	3	5	10	0	0	91%	9%	5%	344	1,099.90	3.20
Summer I 2017																					
COLLEGE	DEPARTMENT	INSTRUCTIONAL FORMAT	COURSE SECTION	METHOD OF DELIVERY	TOTAL ENROLLMENT	ADJUSTED ENROLLMENT	N/A	A	B	C	D	F	W	I	AUDIT	ABC RATE	DFW RATE	W RATE	TOTAL CREDIT HOURS	TOTAL QUALITY POINTS EARNED	TOTAL GPA
☐ College of Arts and Sciences					47	47	0	32	8	3	0	4	0	0	0	91%	9%	0%	47	156.50	3.33
☐ University Studies					47	47	0	32	8	3	0	4	0	0	0	91%	9%	0%	47	156.50	3.33
☐ Lecture					47	47	0	32	8	3	0	4	0	0	0	91%	9%	0%	47	156.50	3.33
Grand Total					47	47	0	32	8	3	0	4	0	0	0	91%	9%	0%	47	156.50	3.33
Summer II Week 2017																					
COLLEGE	DEPARTMENT	INSTRUCTIONAL FORMAT	COURSE SECTION	METHOD OF DELIVERY	TOTAL ENROLLMENT	ADJUSTED ENROLLMENT	N/A	A	B	C	D	F	W	I	AUDIT	ABC RATE	DFW RATE	W RATE	TOTAL CREDIT HOURS	TOTAL QUALITY POINTS EARNED	TOTAL GPA
☐ College of Arts and Sciences					92	91	0	39	28	7	2	7	8	1	0	81%	19%	9%	276	766.20	2.78
☐ University Studies					92	91	0	39	28	7	2	7	8	1	0	81%	19%	9%	276	766.20	2.78
☐ Individual Study					22	22	0	15	3	1	0	3	0	0	0	86%	14%	0%	66	210.30	3.19
☐ Practicum					70	69	0	24	25	6	2	4	8	1	0	80%	20%	12%	210	555.90	2.65
Grand Total					92	91	0	39	28	7	2	7	8	1	0	81%	19%	9%	276	766.20	2.78
Fall 2017																					
COLLEGE	DEPARTMENT	INSTRUCTIONAL FORMAT	COURSE SECTION	METHOD OF DELIVERY	TOTAL ENROLLMENT	ADJUSTED ENROLLMENT	N/A	A	B	C	D	F	W	I	AUDIT	ABC RATE	DFW RATE	W RATE	TOTAL CREDIT HOURS	TOTAL QUALITY POINTS EARNED	TOTAL GPA
☐ College of Arts and Sciences					210	209	0	128	41	16	4	10	10	1	0	89%	11%	5%	390	1,161.20	2.98
☐ University Studies					210	209	0	128	41	16	4	10	10	1	0	89%	11%	5%	390	1,161.20	2.98
☐ Lecture					120	120	0	91	16	6	1	5	1	0	0	94%	6%	1%	120	422.30	3.52
☐ Practicum					90	89	0	37	25	10	3	5	9	1	0	81%	19%	10%	270	738.90	2.74
Grand Total					210	209	0	128	41	16	4	10	10	1	0	89%	11%	5%	390	1,161.20	2.98
Spring 2018																					
COLLEGE	DEPARTMENT	INSTRUCTIONAL FORMAT	COURSE SECTION	METHOD OF DELIVERY	TOTAL ENROLLMENT	ADJUSTED ENROLLMENT	N/A	A	B	C	D	F	W	I	AUDIT	ABC RATE	DFW RATE	W RATE	TOTAL CREDIT HOURS	TOTAL QUALITY POINTS EARNED	TOTAL GPA
☐ College of Arts and Sciences					231	231	0	136	42	17	4	6	26	0	0	84%	16%	11%	437	1,223.10	2.80
☐ University Studies					231	231	0	136	42	17	4	6	26	0	0	84%	16%	11%	437	1,223.10	2.80
☐ Lecture					128	128	0	96	17	6	0	4	5	0	0	93%	7%	4%	128	444.60	3.47
☐ Practicum					103	103	0	40	25	11	4	2	21	0	0	74%	26%	20%	309	778.50	2.52
Grand Total					231	231	0	136	42	17	4	6	26	0	0	84%	16%	11%	437	1,223.10	2.80
Summer I 2018																					
COLLEGE	DEPARTMENT	INSTRUCTIONAL FORMAT	COURSE SECTION	METHOD OF DELIVERY	TOTAL ENROLLMENT	ADJUSTED ENROLLMENT	N/A	A	B	C	D	F	W	I	AUDIT	ABC RATE	DFW RATE	W RATE	TOTAL CREDIT HOURS	TOTAL QUALITY POINTS EARNED	TOTAL GPA
☐ College of Arts and Sciences					66	65	0	47	12	4	0	0	2	1	0	97%	3%	3%	66	232.90	3.53
☐ University Studies					66	65	0	47	12	4	0	0	2	1	0	97%	3%	3%	66	232.90	3.53
☐ Lecture					66	65	0	47	12	4	0	0	2	1	0	97%	3%	3%	66	232.90	3.53
Grand Total					66	65	0	47	12	4	0	0	2	1	0	97%	3%	3%	66	232.90	3.53
Summer II Week 2018																					
COLLEGE	DEPARTMENT	INSTRUCTIONAL FORMAT	COURSE SECTION	METHOD OF DELIVERY	TOTAL ENROLLMENT	ADJUSTED ENROLLMENT	N/A	A	B	C	D	F	W	I	AUDIT	ABC RATE	DFW RATE	W RATE	TOTAL CREDIT HOURS	TOTAL QUALITY POINTS EARNED	TOTAL GPA
☐ College of Arts and Sciences					80	80	0	36	27	10	2	5	0	0	0	91%	9%	0%	240	734.70	3.06
☐ University Studies					80	80	0	36	27	10	2	5	0	0	0	91%	9%	0%	240	734.70	3.06
☐ Practicum					80	80	0	36	27	10	2	5	0	0	0	91%	9%	0%	240	734.70	3.06
Grand Total					80	80	0	36	27	10	2	5	0	0	0	91%	9%	0%	240	734.70	3.06
Fall 2018																					
COLLEGE	DEPARTMENT	INSTRUCTIONAL FORMAT	COURSE SECTION	METHOD OF DELIVERY	TOTAL ENROLLMENT	ADJUSTED ENROLLMENT	N/A	A	B	C	D	F	W	I	AUDIT	ABC RATE	DFW RATE	W RATE	TOTAL CREDIT HOURS	TOTAL QUALITY POINTS EARNED	TOTAL GPA
☐ College of Arts and Sciences					219	219	0	117	59	23	3	10	7	0	0	91%	9%	3%	397	1,218.70	3.07
☐ University Studies					219	219	0	117	59	23	3	10	7	0	0	91%	9%	3%	397	1,218.70	3.07
☐ Lecture					130	130	0	75	38	8	0	4	5	0	0	93%	7%	4%	130	425.80	3.28
☐ Practicum					89	89	0	42	21	15	3	6	2	0	0	88%	12%	2%	267	792.90	2.97
Grand Total					219	219	0	117	59	23	3	10	7	0	0	91%	9%	3%	397	1,218.70	3.07

Spring 2019																					
COLLEGE	DEPARTMENT	INSTRUCTIONAL FORMAT	COURSE SECTION	METHOD OF DELIVERY	TOTAL ENROLLMENT	ADJUSTED ENROLLMENT	N/A	A	B	C	D	F	W	I	AUDIT	ABC RATE	DFW RATE	W RATE	TOTAL CREDIT HOURS	TOTAL QUALITY POINTS EARNED	TOTAL GPA
☐ College of Arts and Sciences					224	221	0	128	48	20	9	6	10	3	0	89%	11%	5%	408	1,227.80	3.01
☐ University Studies					224	221	0	128	48	20	9	6	10	3	0	89%	11%	5%	408	1,227.80	3.01
☐ Lecture					132	131	0	89	22	9	0	2	9	1	0	92%	8%	7%	132	438.20	3.32
☐ Practicum					92	90	0	39	26	11	9	4	1	2	0	84%	16%	1%	276	789.60	2.86
Grand Total					224	221	0	128	48	20	9	6	10	3	0	89%	11%	5%	408	1,227.80	3.01
Summer I 2019																					
COLLEGE	DEPARTMENT	INSTRUCTIONAL FORMAT	COURSE SECTION	METHOD OF DELIVERY	TOTAL ENROLLMENT	ADJUSTED ENROLLMENT	N/A	A	B	C	D	F	W	I	AUDIT	ABC RATE	DFW RATE	W RATE	TOTAL CREDIT HOURS	TOTAL QUALITY POINTS EARNED	TOTAL GPA
☐ College of Arts and Sciences					76	76	0	37	20	11	0	6	2	0	0	89%	11%	3%	76	225.80	2.97
☐ University Studies					76	76	0	37	20	11	0	6	2	0	0	89%	11%	3%	76	225.80	2.97
☐ Lecture					76	76	0	37	20	11	0	6	2	0	0	89%	11%	3%	76	225.80	2.97
Grand Total					76	76	0	37	20	11	0	6	2	0	0	89%	11%	3%	76	225.80	2.97
Summer II Week 2019																					
COLLEGE	DEPARTMENT	INSTRUCTIONAL FORMAT	COURSE SECTION	METHOD OF DELIVERY	TOTAL ENROLLMENT	ADJUSTED ENROLLMENT	N/A	A	B	C	D	F	W	I	AUDIT	ABC RATE	DFW RATE	W RATE	TOTAL CREDIT HOURS	TOTAL QUALITY POINTS EARNED	TOTAL GPA
☐ College of Arts and Sciences					92	92	0	34	30	11	5	9	3	0	0	82%	18%	3%	276	756.30	2.74
☐ University Studies					92	92	0	34	30	11	5	9	3	0	0	82%	18%	3%	276	756.30	2.74
☐ Practicum					92	92	0	34	30	11	5	9	3	0	0	82%	18%	3%	276	756.30	2.74
Grand Total					92	92	0	34	30	11	5	9	3	0	0	82%	18%	3%	276	756.30	2.74
Fall 2019																					
COLLEGE	DEPARTMENT	INSTRUCTIONAL FORMAT	COURSE SECTION	METHOD OF DELIVERY	TOTAL ENROLLMENT	ADJUSTED ENROLLMENT	N/A	A	B	C	D	F	W	I	AUDIT	ABC RATE	DFW RATE	W RATE	TOTAL CREDIT HOURS	TOTAL QUALITY POINTS EARNED	TOTAL GPA
☐ College of Arts and Sciences					227	227	0	74	64	49	14	16	10	0	0	82%	18%	4%	443	1,157.50	2.61
☐ University Studies					227	227	0	74	64	49	14	16	10	0	0	82%	18%	4%	443	1,157.50	2.61
☐ Lecture					119	119	0	47	31	18	5	12	6	0	0	81%	19%	5%	119	322.60	2.71
☐ Practicum					108	108	0	27	33	31	9	4	4	0	0	84%	16%	4%	324	834.90	2.58
Grand Total					227	227	0	74	64	49	14	16	10	0	0	82%	18%	4%	443	1,157.50	2.61

2.6 *Post-Graduation Status.* Post-graduation data from AY 2015 to 2020 are gathered from different surveys or non-survey sources for the First Destination Study. However, AY 2014-2015 data is only based on the Graduating Senior Survey responses. Due to data collection ongoing for AY 2018-2019 and 2019-2020, we do not have employer and enrolled institution related information at this point.

Of the 745 graduates of the University Studies program included in the data set (Figure 2), 28% are employed and 5% are employed *while being enrolled* in a program of continuing education. Fifteen percent of graduates are exclusively enrolled in a program of continuing education, 1% indicated ‘Other’ (i.e. planning to continue education but not yet enrolled, will be starting or raising a family, or will be involved in volunteer activities), 11% are seeking employment, less than 1% are serving in the United States Armed Forces, and 40% are Unknown (i.e. did not provide information regarding post-graduation status). Not knowing the post-graduation status of 40% of our graduates is a weakness of the program.

The employers, job positions, and institutions/programs of continuing education for University Studies graduates vary considerably. This is not surprising given that students in the University Studies program design their curriculum which in turn leads to a wide variety of post-graduation career/education options. Graduates are employed in all types of industry, including the arts, business, education, law enforcement, media, medical, service industry, and technology. Likewise, institutions and programs chosen for continuing education are varied (see Table 20).

Figure 2. University Studies Graduates' Post-Graduation Status

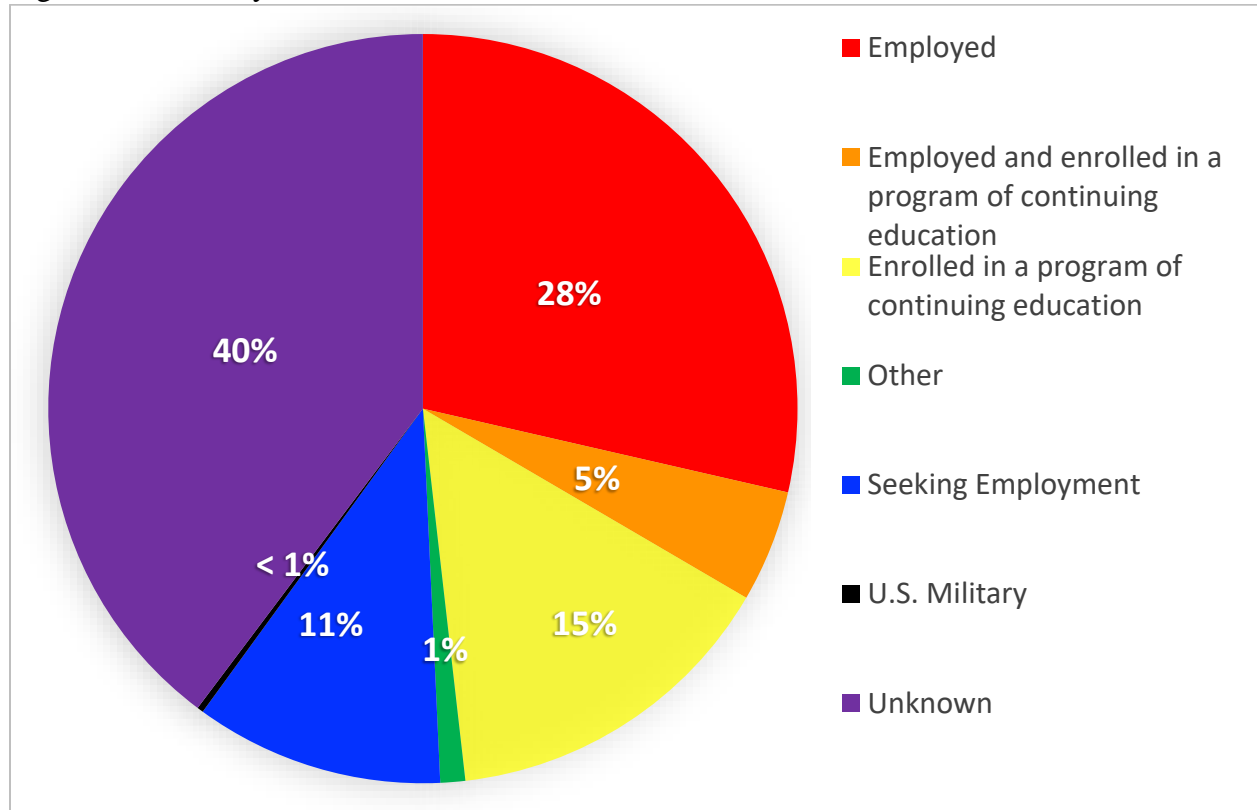


Table 20. Institutions and Programs Chosen for Continuing Education by University Studies Graduates

INSTITUTION	PROGRAM	CLASS LEVEL
Barton College	Nursing	Bachelor
Beaufort County Community College	General Education	Associate
Brenau University	n/a	Unspecified (Grad)
Bryant & Stratton College - Richmond	Nursing	Associate
Cape Fear Community College	General education	Associate
Central Piedmont Community College	Occupational Technology	Associate
Chowan University	Psychology	Bachelor
Concordia University Portland	Curriculum and Instruction	Masters
East Carolina University	Behavior Specialist	Graduate Certificate
East Carolina University	Behavior Specialist	Graduate Certificate
East Carolina University	Biology	Bachelor

East Carolina University	Business Analytics	Graduate Certificate
East Carolina University	Business Analytics	Graduate Certificate
East Carolina University	Construction Management	Masters
East Carolina University	Finance	Bachelor
East Carolina University	Health Care Administration	Graduate Certificate
East Carolina University	Health Care Administration	Graduate Certificate
East Carolina University	Health Education and Promotion	Masters
East Carolina University	Hospitality Management	Bachelor
East Carolina University	Alternative Teaching Licensure	Undergraduate Certificate
East Carolina University	Alternative Teaching Licensure	Undergraduate Certificate
East Carolina University	Alternative Teaching Licensure	Undergraduate Certificate
East Carolina University	Library Science	Masters
East Carolina University	Alternative Teaching Licensure	Undergraduate Certificate
East Carolina University	Alternative Teaching Licensure	Undergraduate Certificate
East Carolina University	Mathematics	Masters
East Carolina University	Non-degree	Unspecified (Grad)
East Carolina University	Non-degree	Unspecified (Grad)
East Carolina University	Nursing	Bachelor
East Carolina University	Public Health	Graduate Certificate
East Carolina University	Rehab and Career Counseling	Masters
East Carolina University	Security Studies	Masters
East Carolina University	Statistics Certificate	Graduate Certificate
East Carolina University	Alternative Teaching Licensure	Undergraduate Certificate
East Carolina University	Alternative Teaching Licensure	Undergraduate Certificate
East Carolina University	Alternative Teaching Licensure	Undergraduate Certificate
East Carolina University	Alternative Teaching Licensure	Undergraduate Certificate
East Carolina University	Alternative Teaching Licensure	Undergraduate Certificate
East Carolina University	n/a	n/a
East Carolina University	Alternative Teaching Licensure	Undergraduate Certificate

East Carolina University	Instructional Technology	Masters
East Carolina University	Alternative Teaching Licensure	Undergraduate Certificate
East Carolina University	Recreation Services And Intervention	Masters
East Carolina University	Undecided/ Undeclared	Bachelor
Edgecombe Community College	Ophthalmic Medical Assistant	Undergraduate Certificate
Fayetteville State University	History	Bachelor
Gwynedd Mercy University	Nursing	Bachelor
Hampton University	Sport Administration	Masters
Johnston Community College	General Education	Associate
Lenoir Community College	n/a	Unspecified (UG)
Lenoir Community College	General Education	Associate
Lenoir Community College	Nursing	Associate
Liberty University	Executive Leadership	Masters
Liberty University	Human Services Counseling	Masters
Liberty University	Management and Leadership	Graduate Certificate
Liberty University	Pastoral Studies	Masters
Liberty University	School Counseling	Masters
Liberty University	Business Administration	Masters
Louisiana State University - Shreveport	Health Care Administration	Masters
Martin Community College	General Education	Associate
Martin Community College	Dental Assisting	Associate
Nashua Community College	n/a	n/a
North Carolina Central University	Information Science	Bachelor
North Carolina State University	n/a	n/a
North Carolina State University	n/a	n/a
Northeastern University	Leadership	Masters
Old Dominion University	Undecided/ Undeclared	Bachelor
Pitt Community College	Medical Assisting	Associate
Pitt Community College	Art	Associate

Pitt Community College	Art	Associate
Pitt Community College	General Education	Associate
Queens University Of Charlotte	Health Care Administration	Masters
Randolph Community College	Science	Associate
Rockingham Community College	General Education	Associate
Salisbury University	Social Work	Masters
Sampson Community College	Nursing	Associate
Shaw University	Curriculum and Instruction	Masters
Southeastern Community College	Nursing	Undergraduate Certificate
Southeastern Community College	Special Credit	n/a
Southeastern University	International Community Development	Bachelor
Southern New Hampshire University	n/a	n/a
Stanly Community College	General Education	Associate
Strayer University - Washington	Business Administration	Masters
University Of Alabama Birmingham	Nursing	Bachelor
University Of Maryland Eastern Shore	Business Education	Bachelor
University Of Mount Olive	Business Administration	n/a
University Of North Carolina - Charlotte	Alternative Teaching Licensure	Undergraduate Certificate
University Of North Carolina - Greensboro	Human Development and Family Science	Masters
University Of North Carolina - Pembroke	Business Administration	Masters
University Of North Carolina-Pembroke	History	Bachelor
University Of North Carolina - Wilmington	Elementary Education	Masters
University of Phoenix	Business Administration	Masters
Vanderbilt University	n/a	Research Doctorate
Wake Technical Community College	Nursing	Associate
Wake Technical Community College	Art	Associate
Wake Technical Community College	n/a	n/a
Western Carolina University	Human Resources	Masters
Western Carolina University	Human Resources	Masters

2.7 Licensure Pass Rate of Graduates (Not applicable)

2.8 Actions Taken

Curriculum

UNIV 2000:

- A significant portion of UNIV 2000 is devoted to helping students develop their Proposed Curriculum Plan for review by the program's Faculty Oversight Committee (FOC). However, in 2018 the program redesigned UNIV 2000 to not only help with the curriculum proposal process but teach students' lessons focused on their 1.) academic success, 2.) oral communication skills, 3.) career (and UNIV 4990 practicum) planning and preparation, and 4.) post-graduation responsibilities (i.e. financial aid repayments).
- Beginning in Spring 2019, the program developed special sections of UNIV 2000 for students who needed to retake UNIV 2000 (due to a failing grade) but had shown important promise by completing their Proposed Curriculum Plan and having it approved by the program's FOC. These special sections had different course objectives, instructional schedules, and assignments. Dr. Stephen Covey's book, *The 7 Habits of Highly Effective People* was used in these sections and lessons focused on being proactive, beginning with the end in mind, and putting first things first were created and taught.

UNIV 4990:

- The UNIV 4990 Practicum Manual was updated to better organize information regarding practicum options, practicum examples, and practicum mentor responsibilities. The latest version of the manual can be found at: <https://universitystudies.ecu.edu/student-resources/>.
- The UNIV 4990 Practicum Manual was made available to students via the program's website.
- Before Fall 2017, students could enroll themselves in UNIV 4990 and not have a practicum or practicum mentor finalized, as those prerequisites were not programmable in Banner. This resulted in many students beginning the semester without a practicum and/or mentor and then anxiously searching for options before the course add/drop date (i.e. 5th day of class). This lack of planning on the part of the students placed them at a disadvantage for starting the course on the right foot and shed a negative light on the program. The Director would receive complaints from ECU faculty/staff about last-minute mentor requests from University Studies students. To remedy this, beginning in Fall 2017 only the Director of the program registers students for UNIV 4990 and does so after review and approval of their proposed practicum and mentor.
- Qualifications for practicum mentors were expanded to include non-faculty, non-ECU personnel as long as the proposed mentor possessed qualifications/expertise related to the student's proposed practicum and does not have a conflict of interest.

Advising

To improve student retention and success, the program instituted several changes to advising. These included:

- Maintaining advising notes for each student.

- Creating and utilizing Degree Works plans to track students' progression to degree completion and the submission of course substitutions.
- Requiring phone and/or in-person appointments with advisors before course registration.
- Broadening the advising pool through the addition of a new advisor with a 0.25 appointment to the University Studies program. This balanced the workload among advisors and made advisee assignments more balanced.
- Administering an advising survey for undergraduates. Results show that in Spring 2019, 93% of University Studies students "Agree" and "Strongly Agree" that they are pleased with their academic advising experience.

Career Preparation

All students who graduate with a Bachelor of Science in University Studies started their college career with a different intended major(s). This change in the students' degree trajectories leaves many needing help with career planning. In response:

- In 2018 the program redesigned UNIV 2000 and incorporated lessons focused on career planning and preparation. Specifically:
 - Holland Code Assessments and complementary careers
 - HandShake (an online platform for career development and job searches)
 - Resume writing
 - Power greetings
 - LinkedIn (a social network focused on professional networking and career development)
 - Mock interviews
- A new initiative began in Fall 2018 to compile data on practicum placements in ELI (Experiential Learning Inventory). ELI is a web-based platform for creating, managing, and tracking all student experiential learning activities. The platform was designed to provide a quick and convenient method of entering the data on each student experience and obtaining needed reports. ELI standardizes the activity record.

Action Plans

2.9 Actions Planned and Needed Resources

- Continue to participate fully in ECU's FINISH initiative by providing partway home students a pathway for degree completion when they are faced with barriers that prevent their pursuance/continuation/completion of a traditional degree.
- Continue to work with the program's ECU Career Center liaison to help students with career planning and development.
- Continue to facilitate consistent proposal review by the program's Faculty Oversight Committee by using the developed rubric which incorporates the accepted standards for proposal approval.
- Gather and track data on alumni accomplishments including, but not limited to, job obtainment/advancement and enrollment in postsecondary programs.

- Continue to interface with college marketing and communication staff to collect and promote successful alumni stories in social media. Begin to promote these stories on the program's website.
- Include dedicated and successful alumni in the program's Workforce Advisory Committee. Utilize these alumni to serve as program ambassadors in the community
- Actively develop and steward resources to ensure the growth and sustainability of the University Studies scholarship and priority funds.

Needed Resources

- Funds to ensure the growth and sustainability of the University Studies scholarship and priority funds.

3. Curriculum, Learning Outcomes, and Student Satisfaction

The link to degree requirements as published in the undergraduate catalog is listed below.

BS in University Studies:

http://catalog.ecu.edu/preview_program.php?catoid=20&poid=5322&returnto=1785

3.1 Curriculum Map and Course Sequences

Note: In Spring 2018, learning outcomes for the program were rewritten to better reflect the goals for student learning in UNIV 2000 and UNIV 4990 (Appendix A). As a result, the information on learning outcomes is from AY 2018-2019 to the present.

UNIV 2000 (Introduction to University Studies) is intended to orient students to the University Studies degree program, initiate the student's career planning efforts, and facilitate the approval of each student's thematic core curriculum plan. A grade of C- or higher is required in the course and it serves as a pre-requisite to UNIV 4990 (University Studies Practicum).

The first learning outcome, *Oral Communication*, is assessed and reinforced in UNIV 2000. This learning outcome measures students' ability to prepare a purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. The criterion for success (70%) has been satisfactorily met for this outcome in the past two years. This conclusion is determined by evaluating students' power greetings at the beginning and end of UNIV 2000 using the Association of American Colleges and Universities (AAC&U) Oral Communication VALUE Rubric. Retrieved from <https://www.aacu.org/value-rubrics>

The second outcome, *Professional Identity*, is introduced in UNIV 2000. This learning outcome measures students' ability to design a professional, virtual presence in order to compete within the job market for their specific, intended industry. This outcome was measured in 2019-2020 and the criterion for success (70%) has been satisfactorily met. This conclusion is determined by evaluating students' professional, virtual profiles (LinkedIn) using the Association of American Colleges and Universities (AAC&U) Written Communication VALUE Rubric. Retrieved from <https://www.aacu.org/value-rubrics>

UNIV 4990 (University Studies Practicum) serves as the capstone course for students in the program. Students in the course are required to work with a Practicum Mentor on a practicum experience (i.e. internship, research paper, or capstone project), which will require the completion of professional written assignments. Three learning outcomes are assessed and reinforced in UNIV 4990, *Information Literacy, Written Communication, and Professional Identity*.

The first outcome, *Information Literacy*, measures students' ability to will know when there is a need for information, be able to identify, locate, and effectively and responsibly use and share that information for the task at hand. The criterion for success (50%) has been satisfactorily met for this outcome in the past two years. This conclusion is determined by evaluating students' practicum plan papers and final reports using the Association of American Colleges and Universities (AAC&U) Information Literacy VALUE Rubric. Retrieved from <https://www.aacu.org/value-rubrics>

The second outcome, *Written Communication*, measures students' ability to express ideas in writing, which includes understanding the context and purpose of the writing, content development, disciplinary convention, and control of syntax and mechanics. The criterion for success (50%) was not met in 2018-2019 but satisfactorily met in 2019-2020. This conclusion is determined by evaluating students' practicum plan papers and final reports using the Association of American Colleges and Universities (AAC&U) Written Communication VALUE Rubric. Retrieved from <https://www.aacu.org/value-rubrics>

The last outcome, *Professional Identity*, is assessed and reinforced in UNIV 4990. This learning outcome measures students' ability to design a professional, virtual presence in order to compete within the job market for their specific, intended industry. This outcome was measured in 2019-2020 and the criterion for success (70%) has been satisfactorily met. This conclusion is determined by evaluating students' professional, virtual profiles (LinkedIn) using the Association of American Colleges and Universities (AAC&U) Written Communication VALUE Rubric. Retrieved from <https://www.aacu.org/value-rubrics>

3.2 Curriculum

The annual assessment of the program, guided by the learning outcomes, confirms that we continue to maintain and improve the quality of our UNIV curriculum. The latest actions established in Spring 2020 include:

Information Literacy: (1) The PowerPoint presentation which focuses on how to define the purpose of a research paper/project, determining key concepts, and selecting sources directly related to the project/research topic will continue to be presented to students to help improve the rubric subcategory "Determine the Extent of Information Needed". Content will be added to teach students the difference between annotated bibliographies as well as literature reviews. This will help improve students' determine the extent of information needed, (2) Course instructors will continue to complete the 'Information Literacy Rubric' after students submit the Practicum Plan Paper and provide the students the results as well as feedback on how to improve, (3) We will continue to: a. make modules on information literacy from Joyner Library available in Canvas as well as from the University Writing Program; b. provide students feedback after all

writing assignments on how to improve information literacy skills, (4) Require students to complete two consultations with the University Writing Center before submitting the Practicum Plan Paper and Final Report, (5) We will continue to have students complete an exit survey in which they self-report how instruction in UNIV 4990 affected their information literacy skills.

Written Communication: (1) make resources from the University Writing Program and Joyner Library available in Canvas (e.g. plagiarism/academic integrity module, thinking critically about information module, library resources module, introduction to the ECU Writing Center module); (2) provide students feedback from their UNIV 4990 instructor after all of their writing assignments on how to improve their writing skills, (3) required students to complete a consultation with the University Writing Center before submitting the final draft of their Practicum Final Report at the end of the term, (4) Use the PowerPoint presentation covering the topic of how to control syntax, (5) Use the handout that covers the most common grammatical errors found in research writing, (6) Peer-reviews will also be implemented in the course. Before students' Final Reports are submitted for grading, they will receive feedback from two of their classmates about their work. The students will be provided guidelines on how to conduct a peer review and what to look for while reading each other's work. This will provide a metacognitive process of learning in which the students will receive feedback and the instructors will receive feedback on their pedagogical practice.

Oral Communication: (1) Assess students' oral communication skills at the beginning of the UNIV 2000 course and provide them the results of their 'Oral Communication Rubric' with the idea that access to this feedback will help facilitate their improvement in the outcome as well as serve as a benchmark when reassessing the outcome at the end of the lesson, (2) Utilize the lesson plan and PowerPoint presentation focusing on effective communication and power greetings, (3) Provide students with strategies/knowledge to help them regulate their breathing and calm their nerves when speaking in front of an audience (i.e. mindful breathing), (4) Engage students in a writing exercise in which they write out their power greeting before delivering it to their peers. A script will be provided by the instructor, (5) Have students practice their power greetings in front of a small group of peers and received peer-feedback specifically on the organization of their presentation, language choices, delivery techniques, and central message, (6) Have students record their power greeting and the instructor will provide them with feedback on the organization of the presentation, language choices, delivery technique, and central message, and

Professional Identity: (1) Require students to complete a virtual profile using LinkedIn, Google+ or an established personal website, (2) Incorporate a lesson plan focused on building a professional online presence, (3) Provide students with sample virtual profiles and a checklist of items to include in their virtual profile, (4) Incorporate peer-reviews in the course. Before students' virtual profiles are submitted for grading, they will receive feedback from two of their classmates about their work. The students will be provided guidelines on how to conduct a peer review and what to look for while reading each other's profiles. This will provide a metacognitive process of learning in which the students will receive feedback and the instructors will receive feedback on their pedagogical practice.

Student Learning Outcomes Assessment

3.3 Identified Strengths and Weaknesses in Student Learning Outcomes

On assessment data collected since Spring 2018 (on the newly written learning outcomes), students *perform the highest* in two categories. The first is **written communication** (2018-2019: overall rate of “Proficient” or better was 87%; 2019-2020: overall rate of “Proficient” or better was 86%). This means that students seeking the B.S. in University Studies show strengths in their abilities to express ideas in writing. Although the criterion for success was met, students scored lowest in the ‘Controlling Syntax/Grammar’ subcategory. This is an area that can be improved. The second category students perform the highest is **oral communication** (2018-2019: overall rate of “Proficient” or better was 89%; 2019-2020: overall rate of “Proficient” or better was 79%), which includes the ability to prepare a purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners’ attitudes, values, beliefs, or behaviors. Although the criterion for success was met, students scored lowest in the subcategory 'delivery' which measures their delivery techniques such as posture, gestures, eye contact, and vocal expressiveness. This will continue to be an area of focus.

Students show the most *room for improvement* in the category of **information literacy** (2018-2019: overall rate of “Proficient” or better was 76%; 2019-2020 overall rate of “Proficient” or better was 74%). This means that students can improve their abilities in knowing when there is a need for information, be able to identify, locate, and effectively and responsibly use and share that information for the task at hand. Further, students scored lowest in the subcategory ‘determine the extent of information needed’ which measures their ability to define the purpose of the research or project, determine key concepts, and select sources that directly relate to the project or research topic. This is an area that can also be improved.

The **professional identity** outcome was first assessed in 2019-2020. We succeeded in our criterion of success (70%) with 80% of students demonstrating “Proficient” or better results for this outcome. The results will serve as a benchmark for the next review cycle. Although the criterion for success was met, students scored lowest in the 'Content Development' subcategory which specifically measures their use of relevant and compelling content. This is an area that can be improved.

3.4 Differences in Student Learning Outcomes in Face-to-Face and Online Programs

Data collected on student learning outcomes did not include the variable of instructional method (i.e. face-to-face versus online). Therefore, we cannot provide information on the differences in student learning outcomes in face-to-face sections versus online sections of UNIV courses.

3.5 Decisions Made and Changes Instituted Based on Assessment

The University Studies program planned several actions to improve all four learning outcomes.

Information Literacy: (1) To improve the rubric subcategory, "Determine the Extent of Information Needed" a PowerPoint presentation was designed and presented to students at the beginning of the Fall 2019 and Spring 2020 semester. This presentation covered information related to how to define the purpose of a research paper/project, determining key concepts, and

selecting sources directly related to the project/research topic. (2) After submitting their Practicum Plan Papers at the beginning of the term, the course instructor completed the 'Information Literacy Rubric' and provided the students with the results as well as feedback on how to improve. (3) Instructors of UNIV 4990 were trained on how to use the Information Literacy rubric and participated in a rubric calibration meeting. (4) We continued to: a. make modules on information literacy from Joyner Library available in Blackboard/Canvas as well as from the University Writing Program; b. UNIV 4990 instructors provided students feedback after all writing assignments on how to improve information literacy skills, and; c. required students to complete a consultation with the University Writing Center before submitting the final draft of their Practicum Final Report at the end of the term. (5) Students completed an exit survey in which they self-reported on how the UNIV 4990 course affected their information literacy skills

Written Communication: (1) Students were provided the results of their Written Communication Rubric after submitting their Practicum Plan Paper at the beginning of the term with feedback from their instructor on how to improve their writing skills. (2) Instructors of UNIV 4990 were training on how to use the Written Communication Rubric and participated in a rubric calibration meeting. (3) We continued to: a. make resources from the University Writing Program available in Blackboard/Canvas; b. provide students feedback from their UNIV 4990 instructor after all of their writing assignments on how to improve their writing skills, and; c. required students to complete a consultation with the University Writing Center before submitting the final draft of their Practicum Final Report at the end of the term. (4) A PowerPoint presentation was created and presented to students covering the topic of how to control syntax (5) A handout was created and presented to students that covered the most common grammatical errors found in research writing as well as instructions on how to write within their academic genre.

Oral Communication: (1) Students' oral communication skills were assessed at the beginning of the UNIV 2000 course and they were provided the results of their 'Oral Communication Rubric' at the beginning of term with the idea that access to this feedback will help facilitate their improvement in the outcome as well as serve as a benchmark when reassessing the outcome at the end of the term. (2) Instructors of UNIV 2000 for the 2020-2021 academic year were trained on how to use the Oral Communication rubric and participated in a rubric calibration meeting. (3) To reinforce the positive results, and improve the subcategory 'delivery', the instructors continued to have students complete the Myers Briggs Type Indicator and participate in a class discussion on how their MBTI results enhance their oral communication skills. Also, a lesson plan and PowerPoint presentation were incorporated in the class focusing on effective communication and power greetings. Next, students practiced their power greetings in front of a small group of peers and received peer-feedback specifically on the organization of their presentation, language choices, delivery techniques, and central message. Lastly, students recorded their power greeting and the instructor provided them with feedback on the organization of the presentation, language choices, delivery technique, and central message.

Professional Identity: (1) Students were required to complete a virtual profile using LinkedIn, Google+, or an established personal website. (2) The instructors incorporated a lesson plan focusing on building a professional online presence. (3) Students were provided with sample virtual profiles and a checklist of items to include in their virtual profile.

3.6 Effectiveness of the Changes

Information Literacy: Assessment of the students' work (when the outcome was assessed in 2019-2020) indicates that students improved their Information Literacy skills from the beginning to the end of the term. In addition, out of 185 students, 45% (N=83) improved in the rubric subcategory, "Determine the Extent of Information Needed". This is an increase from the previous year when only 29% improved in this subcategory. This indicates that the PowerPoint presentation presented to students about how to define the purpose of a research paper/project, determining key concepts, and selecting sources directly related to the project/research topic had a positive impact. In addition to meeting the criterion for success, there was a slight improvement over the previous year when only 67% of students improved their rubric category from the beginning to the end of the term. Based on the faculty's interpretation and analysis of these results, it is found that the actions taken helped students improve their Information Literacy skills over the course of the semester. Faculty also identified that students' work improved after consultation with the University Writing Center. This requirement will be reinforced in the future. Analysis of students' exit surveys in which they self-reported how the UNIV 4990 course effected their information literacy skills showed that 74% (N=137) felt their skills increased as a result of the instruction and feedback they received in the course. This exit survey will be continued in the future.

Written Communication: Assessment of the students' work (when the outcome was assessed in 2019-2020) indicates that students have proficient or better written communication skills at the end of the term. Further, the actions planned helped 68% of students improve their written communication skills from the beginning to end of term. This is an increase from the previous year when 49% of students showed improvement. However, of all the subcategories in the rubric, students continue to score the lowest controlling syntax/grammar. At the beginning of the term, the average score in this subcategory was 2.5 (out of 4.0) and at the end of term, the average was 2.8 (out of 4.0). This will continue to be an area of focus.

Oral Communication: While the criterion was met in 2019-2020, there was a decrease from the previous year in the percentage of students who scored 'Proficient' or better in the outcome being assessed (89%). This decrease can be equated to several things including a. The previous year was the first time the outcome was assessed; b. The previous year the sample size was much smaller (2018-2019=70 students; 2019-2020=211 students); and c. During the Spring 2020 semester, a global health emergency required significant course changes in which all sections of UNIV 2000 had to be moved online. This affected some students' ability to practice their power greeting in front of a small group of peers and receive peer-feedback. Of all the subcategories in the rubric, students continue to score lowest in 'delivery' which measures their delivery techniques such as posture, gestures, eye contact, and vocal expressiveness. The average score was a 2.6 (4.0 scale). This is similar to the previous year in which 'delivery' was the lowest subcategory (2.7 on a 4.0 scale). This will continue to be an area of focus.

Professional Identity: The learning outcome was first assessed in 2019-2020 and the results serve as a benchmark for the next review cycle. We will continue to (1) Require students to complete a virtual profile using LinkedIn, Google+ or an established personal website, (2) Incorporate the lesson plan focused on building a professional online presence, (3) Provide students with sample

virtual profiles and a checklist of items to include in their virtual profile. We will also incorporate peer-reviews in the course. Before students' virtual profiles are submitted for grading, they will receive feedback from two of their classmates about their work. The students will be provided guidelines on how to conduct a peer review and what to look for while reading each other's profiles. This will provide a metacognitive process of learning in which the students will receive feedback and the instructors will receive feedback on their pedagogical practice.

Student Satisfaction

3.7 Graduates' Satisfaction

Based on ECU's Graduating Senior Survey from 2014 to 2020 the majority of University Studies graduates were "very satisfied" or "satisfied" with the overall education they received during their time at ECU (Table 21). With the exception of 2016-17, their satisfaction rates with their overall education are comparable to, or exceed, the average satisfaction rates of graduates at ECU. (The 2018-19 and 2019-20 Graduating Senior Surveys did not include a question about satisfaction with overall education received.)

In 2014-15, 2017-18 and 2019-20, University Studies students report a higher than university average satisfaction with the instruction they received in their major. In 2015-16, 2016-17, and 2018-19 a majority of University Studies students were satisfied with the quality of instruction in their major, but it did not exceed the university average.

Table 21. University Studies Graduate Satisfaction versus All ECU Graduates

Percent "Very Satisfied" or "Satisfied" in University Studies Program versus ECU						
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Overall education received	BS-US-100% ECU-94%	BS-US-94% ECU-94%	BS-US-88% ECU-93%	BS-US-94% ECU-93%	n/a	n/a
Quality of instruction in major	BS-US-100% ECU-93%	BS-US-93% ECU-94%	BS-US-88% ECU-89%	BS-US-92% ECU-85%	BS-US-87% ECU-87%	BS-US-93% ECU-90%

One subcategory of the Faculty Contributions section of the Senior Survey that frequently had the lowest average rating was "The extent to which they [instructors] consider different learning styles".

3.8 Evaluation of Skills

Based on ECU's Graduating Senior Survey from 2014-2020, recent graduates from the University Studies program report their college education contributed the most to their personal growth (e.g. self-discipline, responsibility, and self-awareness). The second area identified as being strongly influenced by their college education was their ability to write effectively. The two areas which recent graduates felt their college education contributed to the least were their ability to use mathematical skills and applying scientific methods of inquiry.

3.9 Employer Feedback

The program does not have data to reflect on employers' assessment of our graduates' knowledge and skills. However, when students are completing practica their final semester before graduation, their practicum mentors provide a final evaluation of the student's knowledge and skills. Based on these evaluations, our last-semester seniors show strengths in the areas of attitude, ability to learn new information, initiative, and following instructions. The areas where students could grow include oral communication, assertiveness, and coping with stress.

3.10 Action Taken

One subcategory of the Faculty Contributions section of the Senior Survey that frequently had the lowest average rating was "The extent to which they [instructors] consider different learning styles". In response, instructors in the program have utilized multiple teaching strategies to meet the needs of different learning styles. To help students prepare for professional life, UNIV 2000 was restructured to include lessons focused In 2018 the program redesigned UNIV 2000 to not only help with the curriculum proposal process but teach students' lessons focused on their 1.) academic success, 2.) oral communication skills, 3.) career (and UNIV 4990 practicum) planning and preparation, and 4.) post-graduation responsibilities (i.e. financial aid repayments).

4. Strength of Faculty: Teaching, Research, and Scholarship

4.1 Faculty Profile

Information on teaching instructors during the 2019-2020 year can be found in Appendix B.

For 2019-2020, there were four teaching instructors in the program:

- 2/4 (50%) held a terminal degree (PhD/EdD); 2/4 (50%) did not hold a terminal degree (but hold a master's degree)
- 4/4 (100%) identified as female
- 3/4 (75%) identified as white; 1/4 (25%) identified as Black or African American
- 1/4 (25%) was a part-time, fixed-term teaching instructor, 3/4 (75%) were a part of the program's staff and had teaching responsibilities written into their contracts

4.2 Faculty Resources

Between 2017 to 2019 enrollment in UNIV 2000 increased by 19% and in UNIV 4990 by 31%. As a result, the program overextended its available teaching personnel for both courses. To meet the program's needs, we increased offerings of UNIV 4990 from six to eight sections per academic year, hired a part-time, fixed term teaching instructor for UNIV 4990, reconfigured the teaching responsibilities of the Director and Assistant Director, and rewrote the contracts for the program's Academic Advisors by adding the instruction of UNIV 2000 (with a permanent salary increase). Prior to this, Advisors taught UNIV 2000 on an ad hoc basis and the program had to request temporary, fixed-term instructional appointments every term. All changes met the instructional needs of the program for the 2019-2020 academic year. If enrollment in the program continues to grow, we will need to hire a second part-time, fixed-term teaching instructor for UNIV 4990.

4.3 Actions Taken

When filling the vacant Teaching Instructor position, Assistant Director position, Director position, and Academic Advisor position, the program worked to identify and hire minority candidates primarily through reaching out to contacts within ECU as well as at other institutions. These efforts have been successful. Since 2014, the program has hired two African American women as Assistant Directors (the first vacated the position) and one African American woman as a part-time, fixed term Teaching Instructor.

Analysis of Teaching

4.4 Program Trends

The analysis of UNIV student credit hour (SCH) production includes Fall, Spring, and Summer semesters from 2014-2020 (Table 22). Overall SCH production increased from AY 2014-2015 to 2017-2018. There was a small decrease in the total number of SCH in 2018-2019 and 2019-2020. The fluctuations correspond with our program’s enrollment.

Table 22

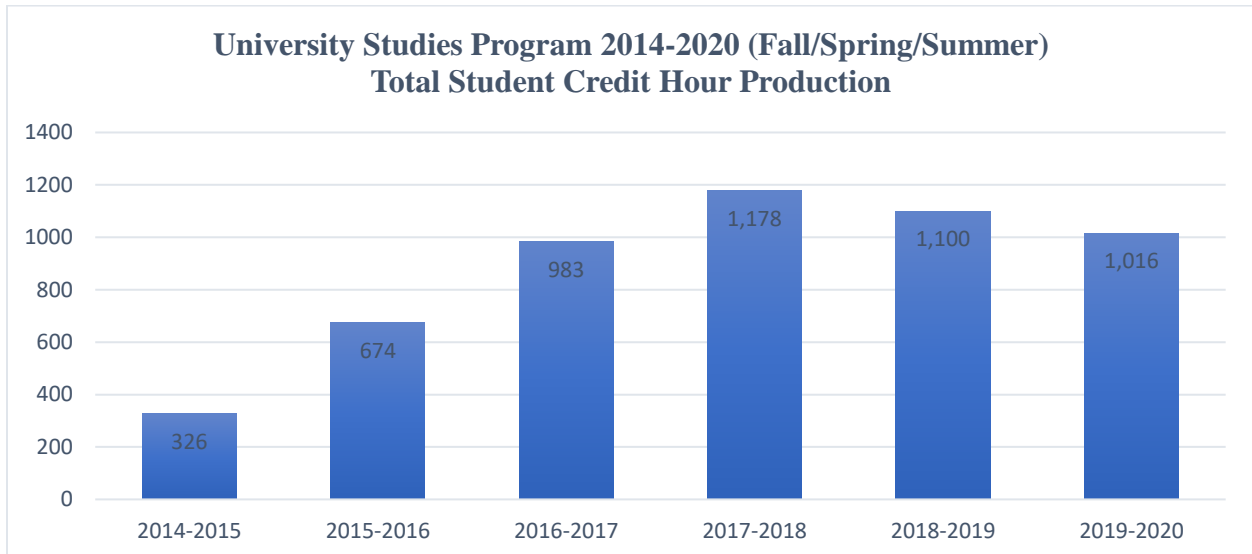
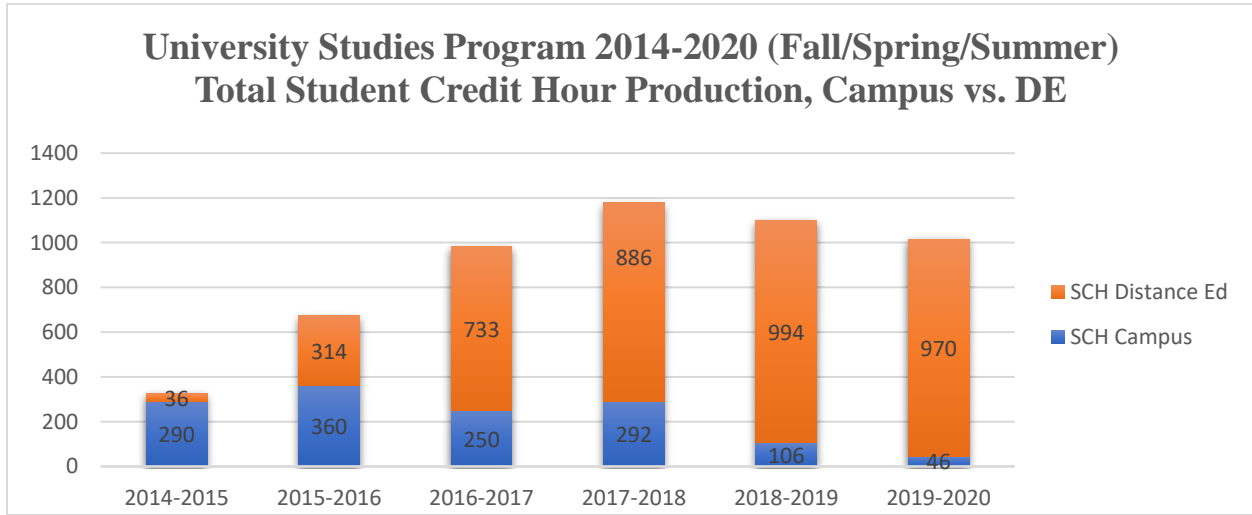


Table 23 illustrates the SCH generated by campus and distance education (DE) UNIV courses. SCH have increased in our DE offerings as we have witnessed an increase in distance education only students in the program versus on-campus students.

Table 23



4.5 Teaching Load

The University Studies degree is listed under the CIP code 24.0102 (General Studies) and is not listed in the Delaware Study data. In addition, the degree program is unique in that the UNIV courses have been taught by EHRA-NT employees (Exempt from the State Human Resources Act-Non-teaching), part-time teaching instructors, and Teaching Associate Professors. Teaching loads for UNIV instructors are in Table 24 and are based on the formulas below:

Part-Time Teaching Instructor: One 3-hour course per semester is .225 FTE

Teaching Associate Professor/Director/Assistant Director/Academic Advisors: One 3-hour course per semester is .25 FTE

* Note: UNIV 2000 is a 1-credit hour course so FTEs are a fraction of the above

Table 24. Teaching Loads for University Studies Instructors

	Part-Time Teaching Instructor	Teaching Associate Professor	Director of University Studies	Assistant Director of University Studies	Academic Advisors (n=2)	Total
Fall 2014	--	--	0.416	--	--	0.42
Fall 2015	--	0.17	0.583	--	--	0.75
Fall 2016	--	0.83	--	0.17	0.083	1.08
Fall 2017	--	0.5	0.42	--	0.17	1.09
Fall 2018	--	0.5	0.42	0.25	--	1.2
Fall 2019	0.675	--	0.42	--	0.17	1.3
Fall 2020	0.675	--	0.25	0.17	0.17	1.3

The program has made adjustments to teaching loads based on program enrollment. As enrollment increased so did total FTE. In addition, the program made adjustments to teaching loads if there were vacancies within the staff. For example, in Fall 2016 the program was without a Director. As a result, the Teaching Associate Professor at the time had a higher

teaching load. In Fall 2017 and Fall 2019 the program was without an Assistant Director and therefore the Director had an increase in teaching load. The program is fully staffed in Fall 2020 and the teaching loads for the term reflect what is preferred.

4.6 Contributions of Graduate Assistants

The program does not utilize graduate teaching assistants (GTAs) as instructors.

4.7 Major Achievements in Teaching and Support for Teaching

Over the self-study period, achievements in teaching include:

- Student learning outcomes were significantly improved in 2018 and now include an information literacy outcome, written communication outcome, oral communication outcome, and professional identity outcome. Syllabi for UNIV 4990 and UNIV 2000 were updated to reflect the new learning outcomes. Instructional schedules were changed, and new lesson plans, assignments, and grading rubrics were designed to align with the new student learning outcomes.
- The criterion for success was met for all four learning outcomes for AY 2019-2020.
- Ad hoc sections of UNIV 2000 for students who previously failed the course were offered. These sections had different course objectives, instructional schedules, and assignments.
- All UNIV courses were migrated to Canvas in Spring 2020. This was before the mandated migration set by the University and proved to be extremely helpful when all courses migrated online due to COVID-19.
- Extensive utilization of Canvas' special features were used in all UNIV courses. For example, the Speed Grading function in Canvas was utilized for all courses to make grading more efficient for instructors. Course quizzes, surveys, late policies, grading scales, plagiarism reviews, and more were used to assist instructors. A lot of work was spent building the UNIV courses in Canvas and all course content has improved.
- Significant improvements were made to the Practicum Manual for UNIV 4990. Improvements included the inclusion of information on how to complete a criminal background check and/or drug panel screening, Practicum Mentor responsibilities, and examples of previous internships/research topics/capstone projects to increase clarity and ease of use.
- University Studies began utilizing ECU's Experiential Learning Inventory (ELI) repository to log students' practicum experiences.

The program has supported teaching by:

- The Director of University Studies participated in the Writing Across the Curriculum (WAC) Academy in Spring 2020. The WAC Academy is a six-week institute sponsored by the University Writing Program in which participants find support for teaching writing intensive courses and develop teaching-focused resources.
- The Director advocated the revision of the program's Academic Advisors' contracts to include instructional responsibilities (UNIV 2000) with permanent, additional pay.
- The Director advocated for the hiring of a part-time, fixed-term instructor for UNIV 4990 beginning Fall 2019.

Analysis of Research, Scholarship and Creative Activities

4.8 Major Achievements

Creative activities and innovation are strengths of the University Studies program staff. Since 2014:

- One University Studies staff member co-presented a session titled, “Building Bridges Across a University: Innovative Continuing Education Strategies for Military-Affiliated Students” at the annual Association for Continuing Higher Education Conference.
- 3 members of the University Studies staff co-presented a session at the 6th Annual Student Success Conference at ECU titled, “The Path Less Traveled: First-Generation, Post-Traditional College Students”.
- One University Studies staff member served as the external reviewer on an academic program review committee for an interdisciplinary undergraduate program at another institution.
- An operations manual was created for the University Studies staff to help members of the staff reliably and efficiently carry out their tasks with consistent results.
- A database of students within the University Studies program was created that includes information on the students’ original majors, GPA upon admission to the program, thematic core title, date of admittance to ECU, graduation date, GPA upon graduation, gender, and race.
- Enrollment in the University Studies program was tracked and plotted weekly. In addition, notations on significant increases/decreases in enrollment were made to inform the reader of any correlating events that had impacts on enrollment.
- Standard operating procedures (SOPs) were created for the program’s Faculty Oversight Committee (FOC) focused on the criteria to follow when approving students’ curriculum and thematic core titles. In addition, an SOP was created outlining the appeal process if students have objections to the FOC’s proposal decision.
- Social media accounts were created for University Studies on Facebook, LinkedIn, and Twitter. Updates/posts were consistently made to all accounts throughout the year and the number of followers on each account grew exponentially.
- The Director and Assistant Director visited several different offices across campus to share information/updates on the BS-US program (College of Business Advising Center, Pirate Academic Success Center, College of Education Advising Center, Academic Advising & Support Center, Undergraduate Admissions, College of Health and Human Performance Advising, College of Nursing Advising, Career Services, and ECU Athletics Advising). These visits were not to recruit students to the program, rather, the goal was to inform others about the mission of the program, admission requirements, etc.
- The Director was invited to speak with the College’s Dean’s Advancement Council about the BS-US program and scholarship as well as the Kiwanis Club of Pitt County.
- A month-by-month guide with a checklist of items that need to be completed by the University Studies Administrative Support Specialist, Director, Assistant Director, and Academic Advisors was created.

4.9 Strengths and Weaknesses

The program does not employ a tenure or tenure-track faculty and therefore research and scholarship activities are not applicable.

4.10 Department Support

- The program currently spends 20% of its operating budget on staff members' conference travel and professional-related supplies.
- The program encourages and supports staff members' applications for professional development.

Analysis of Service and Outreach

4.11 Service and Outreach Activities

- One University Staff member served on the University's Major Declaration/Meta-Majors Implementation Team.
- One University Staff member served on the University's Prior Learning Assessment Leadership Team.
- A partnership was formed between University Studies and the Dean of Students' office. University Studies submits a higher than average number of ECU Cares tickets and the Dean of Students office sought feedback about the process from the program-level.
- An inter-departmental committee was created with a collection of staff members representing the Office of Financial Aid, Career Services, Pirate Academic Success Center, Disability Support Services, Counseling and Student Development, University Writing Center, and University Studies. The charge of this committee was to disseminate information and resources beneficial to University Studies students.
- A partnership was formed between University Studies and the Business Information Technology Education (BITE) program. BITE courses were initially scheduled to be discontinued after Spring 2019. Due to the high enrollment of BS-US students in BITE courses, BITE will continue to offer online courses at ECU and restrict early registration to BS-US students. A BITE course rotation schedule (Fall/Spring/Summer) was created with feedback from University Studies.
- The program received approval for scholarship and priority funds. A donor was identified and stewarded monies to establish both funds. University Advancement shared information about funds to potential donors through mailings and website. Scholarship selection criteria were established as well as a scholarship selection committee.
- The University Studies' website was updated to WordPress. Verbiage was added informing visitors to the site about the licensure/certification limitations of the University Studies degree.

The program supports staff administratively with needed technology purchases.

4.12 Action Plans

In order to support the teaching, scholarship, and service activities of staff, the program plans to (as appropriate):

- Maintain support for staff professional development (conference travel, registration fees, publication subscriptions and material purchases)
- Maintain support for university and community outreach initiatives and committee membership
- Regularly nominate staff for awards

Resources needed:

- Stability and longevity on the University Studies staff

5. Regional Transformation-Economic Development/Public Services

5.1 Summary of Major Activities

The program's activities in support of regional transformation have focused on two areas: opening minds to the transformative power of higher education and alternative teaching licensure.

Transformative Power of Higher Education: The message delivered has been that the B.S. in University Studies degree provides a pathway to graduation for students who face significant barriers that prevent their completion of a traditional undergraduate degree at ECU. Further, graduates of the program, as well as all college graduates, lead to a better-educated state population. In turn, the state will have a stronger workforce and procure socio-economic benefits. This message has been relayed through:

- Presentation about program to the Kiwanis Club of Pitt County.
- Multiple articles in the local newspaper, The Daily Reflector.
- Visits to several offices across campus to share information/updates on the BS-US program (College of Business Advising Center, Pirate Academic Success Center, College of Education Advising Center, Academic Advising & Support Center, Undergraduate Admissions, College of Health and Human Performance Advising, College of Nursing Advising, Career Services, and ECU Athletics Advising).
- Yearly meeting with program's Workforce Advisory Committee.

Alternative Teaching Licensure: By completing the B.S. in University Studies, graduates are able to pursue alternative teaching licensure through the licensure only (LO) pathway to teaching, Residency Licensure to teach, Teach for America, or the Master of Arts in Teaching. All of these alternative pathways require the completion of a degree from a regionally accredited university. The B.S. in University Studies degree meets this requirement. This message has been relayed through:

- Presentations to the College of Education's advising center.
- Presentation to the THCAS Dean's Advancement Council.

5.2 Regional Transformation and Resources Needed

The program plans to continue the initiatives described above and no additional resources are needed.

6. Resources

6.1 Adequacy of Resources

Our primary source of operating funds are state funds, transferred through the Thomas Harriot College of Arts and Sciences. These support supplies, travel, and other reoccurring services needed. The majority of our operating funds are spent on supplies. The college's travel funds have helped supplement staff travel. Additional operating funds are not needed.

Our program's most pressing need is to find donors for our program's scholarship and priority funds. A smaller (and younger) alumni base makes it challenging to find donors for these two funds.

6.2 Space Needs

Our entire staff moved into a new office suite in Bate Building in the summer of 2018. Prior to our move, we were housed in a building with cubicles. Because of the layout of the offices, privacy was problematic. In our new space we have individual offices which allows for privacy. In addition, our space fosters a positive, collaborative, and collegial culture. Therefore, we do not have projected space needs.

7. Other Operational or Programmatic Outcomes

7.1 In terms of academic advising, the program has participated in the university's Student Satisfaction of Advising Survey since 2017. Overall, students report being pleased with their academic advising experience within the program (Table 25). Further, overall student satisfaction increased 11 percentage points from 2017 to 2018. There was a minimal decrease in overall satisfaction from 2018 to 2019. The subcategory in which students consistently rate the lowest is "I have participated in university experiences such as student organizations, academic workshops, social activities, etc." Many students within the program are completing coursework online and are considered non-traditional (i.e. 25 years of age or older). These factors may contribute to the low score within this area.

Table 25. Student Satisfaction of Advising Survey Results, University Studies, Spring 2017-2019

Survey Statements		Spring 2017	Spring 2018	Spring 2019
<i>My advisor:</i>		Percent "Agree" and "Strongly Agree"	Percent "Agree" and "Strongly Agree"	Percent "Agree" and "Strongly Agree"
1	Is willing to discuss non-academic issues that may impact my career or academic goals.	88%	94%	94%
2	Creates an atmosphere in which I feel welcome and comfortable to for questions and concerns.	88%	94%	95%
3	Shows concern for me as an individual.	86%	91%	95%
4	My advisor's office is a confidential place for advising sessions.	93%	96%	98%
5	Is available to me during business hours, by appointment or by email.	86%	94%	98%
6	Keeps scheduled appointments with me and notifies me if rescheduling is required.	94%	96%	100%

7	If my advisor cannot respond to my questions/concerns, s/he makes the effort to refer me to the appropriate person, office, or resource.	87%	94%	96%
8	The front desk staff in the advising center is helpful and welcoming.	98%	98%	98%
9	Meeting with my advisor is beneficial to my academic career at ECU.	n/a	96%	97%
10	Overall, I am pleased with my academic advising experience.	84%	95%	93%
Student Learning Outcomes: <i>As a result of working with my advisor:</i>				
11	I have learned degree and course requirements for my major	n/a	95%	93%
12	I am aware of campus resources and services that I can utilize (Example: Pirate Academic Success Center, Counseling Services, etc.)	n/a	94%	95%
13	I have participated in university experiences such as student organizations, academic workshops, social activities, etc.	n/a	92%	81%
14	I am informed of important information/dates/policies I need to know.	n/a	91%	95%
15	I have explored my major including career options.	n/a	94%	93%
16	I have learned how to prepare myself for advising appointments.	n/a	92%	97%
17	I am more confident to make academic decisions myself.	n/a	96%	92%
Number of Students Surveyed		392	530	476
Number of Responses		58	55	60
Responses Rate		15%	10%	13%

In terms of operations, the program has had significant turnover in leadership over the past six years. During the period under review, we have had two interim Directors and two permanent Directors (the current Director has served since 2017). We have also had three Assistant Directors (the current Assistant Director has served less than six months). This leadership turnover has posed challenges for developing and implementing consistent practices related to workload, evaluation, and operations.

7.2 Action Plans

The University Studies program will work to engage students in university experiences such as student organizations, academic workshops, and social activities by publicizing events through our social media outlets. In addition, the program will continue to maintain good management practices to facilitate longevity in staff positions.

References

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Appendix A
 University Studies (BS) - Mapping: Curriculum Mapping

Legend: (A)ssessed, (I)ntroduced, (M)astered, (R)einforced

Outcomes	UNIV2000	UNIV4990
Information Literacy		A, R
Written Communication		A, R
Oral Communication	A, R	
Professional Identity	I	A, R

Appendix B

Mrs. Alexandra Ayran: Mrs. Ayran has served as an Academic Advisor for the Thomas Harriot College of Arts and Sciences and University Studies Program at ECU since 2018. In her role she teaches several sections of the program's introductory course (UNIV 2000). She has also taught COAD 1000-Student Development and Learning in Higher Education at ECU. Prior to working at ECU, she was the Assistant Director of Academic Advising in the Undergraduate Academic Success Center at Azusa Pacific University and an Academic Success Coach. She completed her Master of Science degree in College Counseling and Student Development in 2016 at Azusa Pacific University.

Dr. LaWanda Simpkins: Dr. Simpkins has worked as a part-time Teaching Instructor for the University Studies program since August 2019. In her role she teaches several sections of the practicum course (UNIV 4990). She also has instructional experience at the University of Mary Washington where she taught multiple courses in the Department of Sociology and Anthropology including Intro to Women's and Gender Studies and Women of Color Feminism. As an Adjunct Assistant Professor at North Carolina A & T State University, she taught several graduate courses including the Practicum in Adult Education. Dr. Simpkins completed her Doctor of Philosophy in Educational Studies in 2013 at the University of North Carolina at Greensboro.

Dr. Amy Shannon: Dr. Shannon as served as the Director of the University Studies Program since 2017. In her role she provides leadership for the students, staff, and instructional support faculty of the program. She has taught multiple sections (online and campus based) of the program's introductory (UNIV 2000) and practicum courses (UNIV 4990). Prior to serving as the Director, she was the Lead Coordinator of Undergraduate Advising in the College of Education at East Carolina University. In this role she oversaw the academic advising activities and support services for approximately 1,100 teacher education students. She has many years of instructional experience at both East Carolina University (COAD 1000-Student Development and Learning in Higher Education and COAD 2001-Issues/Topics Related to Residential Life) and Virginia Tech (EDHL 2984-Introduction to Residence Life and Leadership) where she worked in Student Affairs. Dr. Shannon completed her Doctor of Education degree in Educational Leadership in 2013 at East Carolina University.

Ms. Heather Weigand: Ms. Weigand has served as the Lead Academic Advisor in University Studies since 2015. In her role she teaches several sections of the program's introductory course (UNIV 2000). She has also taught the practicum course (UNIV 4990) in Spring 2019 and multiple sections of COAD 1000-Student Development and Learning in Higher Education at ECU. Prior to working as the Lead Academic Advisor, she was an Academic Advisor for the Major Advisement Program at ECU and worked with students undecided on their major as well as intended nursing students. She completed her Master of Science degree in Counselor Education in 2010 at East Carolina University.

External Review Committee Report on the University Studies Program

East Carolina University

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