UNC Tomorrow
Discussion Materials

May 3, 2007
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Leroy Lail, Board of Governors

Jim Phillips, Chair, Board of Governors

John Blackburn, Board of Trustees
During the planning phase of the UNC Tomorrow initiative, President Bowles, BOG Chairman Phillips (schedule permitting) and members of the UNC Tomorrow staff will visit each campus to fully discuss the goals, process, and outcomes of the initiative with Chancellors, their leadership teams, elected faculty and student representatives, and other faculty, staff, and campus members whom the Chancellors believe valuable to involve in these conversations.

An important component of the UNC Tomorrow initiative will be identifying those ways in which campuses are already responding to the needs of their region and our state as a whole. Part of this process will involve compiling information on what campuses are already doing; another part is identifying how campuses currently determine those needs.

To begin the process of determining those ways in which campuses are already responding to regional and statewide challenges, the UNC Tomorrow campus visit will include a discussion of what campuses are doing currently to respond to regional and statewide challenges, how each campus currently identifies those challenges to which it responds, and any barriers that may exist which inhibit the campuses’ responsiveness to present and future challenges. Listed below are some general questions intended to frame this discussion:

**What regional and statewide challenges are campuses currently responding to?**

1. What programs and curricula do you have that respond to specific needs?

2. How are those programs and curricula delivered?

3. What research and scholarship activities are employed to address specific needs?

4. How are research and scholarship activities applied to address specific needs?

5. What types of public service programs and activities currently exist, and what needs are they intended to address?

6. How are those public service programs and activities organized and applied within the sectors or communities they are intended to benefit?

7. How do you currently track and collect information about your campus’ efforts in these areas? To what use do you put this information?
**How do campuses currently identify regional and statewide challenges?**

1. How do you currently identify needs of your region/the state that you are in a position to meet? (i.e., advisory committees, surveys, public forums, trustee input, research, etc.)

2. How and to what degree are identified needs prioritized within your academic and program planning processes?

3. How do you incorporate external input/communications into your internal planning processes?

4. To what extent do you conduct “proactive” research to identify long-range trends in anticipation of future needs that you can meet?

5. What barriers/disincentives do you see that prevent your campus from being more proactive in identifying and meeting needs (not just being reactive, but being proactive)?

6. Who do you view as your “stakeholders”? Your “region”?

7. How do you communicate with your external stakeholders about resources available to them within your campus? What processes/portals are available on campus for external stakeholders to utilize in accessing internal resources?

8. How do you assess your “impact” on your region/the state as a whole? How do you categorize it and quantify it? How do you communicate it?

**General questions:**

1. What are you currently doing to encourage creativity, interdisciplinary collaboration, and innovation on your campuses?

2. Are there barriers to your achieving greater success in these areas that you would like to see addressed?

3. How do you approach teaching or developing “soft skills” among your students (such as critical and creative thinking, communications, complex problem solving, innovation, teamwork and collaboration, leadership, etc.)?

4. How do you determine the skills students need to be successful in today’s economic and social environment; what skills have you identified; and what programs / curricula do you have in place to foster development of those skills?

5. What is your current enrollment growth potential, both on-campus and off (i.e., distance learning, etc.)? What limitations do you face in your growth potential?
6. What methods of delivery of programs and curricula are you considering in anticipation of significant increases in enrollment growth projections?

As indicate above, these questions are intended to frame the discussion, but by no means to limit it. Campuses are encouraged to use these questions as a general template for the campus visit discussion, and to bring to the table additional information that you believe will be informative on this topic.
March 15, 2007

TO:       UNC Board of Governors
FROM:    Norma Mills
RE:  University of North Carolina Tomorrow Update

It is my pleasure to bring you the first in a regular series of updates on the UNC Tomorrow initiative (at Chairman Phillips’ request, I will be prepared to provide future updates at each regular Board of Governors’ meeting). I appreciate the interest and feedback I have received from so many of you, and I look forward to continuing to work with you on this critical effort.

1. **Overall Process** – The initiative process has been modified in one significant way since your February Board meeting. *The regional listening forums, originally planned for this summer, will be conducted in the fall of this year (September through mid-October).* This change was made in response to concerns raised by Chancellors and others about the absence of faculty and students from campuses during the summer, and vacation schedules of community leaders who may miss the opportunity to participate in the forums. This schedule adjustment does not affect the final deadline for the response phase, which will still be completed by May 2008. A revised summary of the UNC Tomorrow initiative that reflects this change in process is attached.

As we move closer to the timeframe for the regional and sector listening forums, I will provide you with additional information about the format of those forums and our plans for outreach and invitations. *I welcome any feedback or suggestions you may have, particularly regarding individuals or groups whom you would like to have invited to a particular regional listening forum.*

2. **UNC Tomorrow Commission** – Chairman Phillips and President Bowles are in the process of finalizing the membership of the UNC Tomorrow Commission. We anticipate announcing the Commission members by the March Board of Governors’ meeting, and schedule the Commission’s organizational meeting for April or May. Information packets will be
provided to Commission members when all appointments have been finalized and the Commission membership announced.

3. **Scholars Council** – The Scholars Council is a vital part of the UNC Tomorrow initiative. Attached is a description of the scope of work of the Scholars Council. This information has been shared with the Chancellors, CAO’s, and Faculty Assembly (Dr. Brenda Killingsworth was consulted in the preparation of this description). Chancellors and Faculty Assemblies/Senates are asked to submit faculty nominations for the Scholars Council by March 23rd. I anticipate final selection of the Scholars Council to be complete by mid-April prior to our campus visits.

4. **Campus input and assessment** – An important part of the UNC Tomorrow initiative is identifying existing programs and activities on campuses that respond to challenges and issues facing their regions and the state as a whole, and the processes by which campuses identify those needs. To begin this information gathering effort, we will visit each campus to learn from them what they are currently doing and how they identify needs to which they respond. Those participating in the campus visits include President Bowles, Chairman Phillips (as his schedule permits), Tony Caravano and I, and other members of the General Administration Council. Attached is the schedule for the campus visits and a description of what we hope to accomplish during those visits. *I would appreciate any feedback you have on the “questions for discussion” you may have that are detailed in the attached campus visit outline.*

*You are invited to join us on any campus visits that you are able to attend. If so, please contact me directly so that I may incorporate your attendance into our plans.*

Another project underway that will assist in gathering information on current campus activities and efforts is the development of a “UNC Impact” data collection system. Led by Leslie Boney and Alan Mabe, who have graciously included me in their planning discussions, this project involves developing a system for gathering and analyzing both economic and non-economic impacts of UNC on our state. Originally envisioned as part of the Accountability initiative, this project will also lend valuable data and information relevant to UNC Tomorrow. We anticipate preliminary impact information to be available by the fall of this year (prior to the regional listening forums).
5. **Other organizational matters** – In addition to the above, a number of other logistical and organizational matters have been accomplished since your February Board meeting:

a. **Briefings** – I have briefed a number of individuals and groups on UNC Tomorrow and invited their feedback and participation, including: Hope Williams (Independent Colleges and Universities), Martin Lancaster (Community Colleges), JB Buxton (DPI), Dr. Brenda Killingsworth (Chair, The Faculty Assembly), Chancellors Administrative Council, Chief Academic Officers, and Chief Financial Officers. Additionally, Seth Dearmin made a presentation on UNC Tomorrow to the ASG and invited their input and participation.

b. **Campus Liaisons** – All Chancellors were requested a designate a liaison from their office to serve as my direct point of contact for communications, logistical matters, and campus input. This has been accomplished, and I have established lines of communication with all liaisons.

c. **UNC Tomorrow staff** - I have been “in place” at General Administration for 6 weeks and am fully “operational” from an administrative standpoint. I have been assisted fully and at every turn by all personnel at GA, and am grateful for their help. Tony Caravano, who will serve as our Deputy Director for the duration of this effort, began work on March 8th. Our interns, Seth Dearmin and Sam Metzler, have been invaluable as have all members of the General Administration Council in lending their expertise and assistance to get this initiative up and running. Last but by no means least, a special thanks to Jan Kook for her endlessly patient assistance with administrative matters.

6. **Next steps** – Action items to be completed between now and your May Board meeting include the following:

a. **Finalize selection of the Scholars Council and being Council work** – I anticipate selection of the Council to be completed by mid-April with at least one organizational conversation with the Council (either by meeting or conference call) soon thereafter.
b. **Hold organizational meeting of the UNC Tomorrow Commission** – tentatively planned for late April or early May.

c. **Selection of outside consultant** – We still intend to involve the expertise of an expert in higher education (such as a retired university president); I anticipate having candidate for President Bowles’ and Chairman Phillips’ consideration by mid-April.

d. **Launch UNC Tomorrow webpage** – Seth Dearmin has been working aggressively with other GA staff to outline the site map for a webpage linked to the UNC home page that will serve as a single portal of information on UNC Tomorrow. We anticipate the webpage being launched by the end of this month.

e. **Begin organizing Regional and Statewide Sector Listening Forums** – We have already begun identifying regional groups to invite to the Regional Listening Forums and Statewide Sectors groups with whom we will conduct special meetings relevant to their specific sector (business groups, community groups, etc.) to receive their input. *As requested above, I welcome any input you have on groups and individuals who you would like invited to participate in these forums.*

f. **Begin developing framing questions** – The “framing questions” will serve as our guide for seeking public input at the regional and statewide sector listening forums. The framing questions will be developed by the Scholars Council with input from campuses, BOG members and the General Administration Council.

g. **Develop plan for additional public input** – The framing questions developed for use at the regional and statewide sector public listening forums can also serve as a valuable tool by which to seek additional public input to supplement that which is gathered through the forums. We are currently exploring options such as surveys to organizations and associations, a web-based survey available on the UNC Tomorrow webpage, and even a blog.

h. **Identify opportunities for student involvement** – We have been gratified by the level of enthusiasm expressed by student leaders
across the system. We have asked the ASG leadership to consider specific ways in which students can be involved in the UNC Tomorrow initiative to not only benefit from their perspectives and ideas, but also to provide opportunities for students to exercise important skills such as leadership, organization, and leadership.

Thank you again for your commitment to and support of this important initiative.

Attachments
1. UNC Tomorrow summary
2. Scholars Council description
3. Campus visit schedule
4. Campus visit questions for discussion
University of North Carolina Tomorrow:  
Leading, Connecting, Transforming

Our Mission

The University of North Carolina is dedicated to the service of North Carolina and its people. In order to efficiently and effectively fulfill its three-pronged mission of education, research and scholarship, and public service in the 21st century, the University should proactively anticipate and identify the needs facing our state over the next twenty years and, consistent with its mission, develop and implement responses to those needs.

Our Goals

Our goal is to produce a more proactively responsive University focused on meeting the challenges of the state over the next 20 years. To achieve this goal, we must answer three basic questions:

1. What challenges facing our state do North Carolinians want UNC to respond to?
2. How can UNC best respond to these challenges?
3. How can UNC sustain this focus over the long-term?

To answer the first two questions, we will identify what challenges our state faces both now and in the future, how we are currently meeting them, where there are gaps, and how we can close those gaps efficiently and affordably. We will examine issues facing our state in areas such as community and economic transformation, technology transfer, innovation and entrepreneurship, education, health, environmental and natural resources, cultural and societal enrichment through the arts and humanities, and civic engagement. We will identify ways to meet those needs through programs and curricula, scholarship and research efforts, and public service engagement.

Recognizing that the needs of our state will evolve over time, we must do more than become more demand-driven – we must remain demand-driven. To answer the third question, we will identify systemic changes in our own processes, such as program consideration and long range planning, so that we can, in future years, identify needs proactively, respond nimbly, and assess our effectiveness.

Our work will center on the three prongs of UNC’s mission: Teaching, Research and Scholarship, and Public Service. Recommendations and responses will be identified within each of these areas.

1 N.C.G.S. 116-1(b)
Our Process

With our partners and oversight by the UNC Board of Governors, UNC will undertake this initiative through a four-part process:

1) **Preparation**
   February – July 2007
   Work with campuses to analyze what they are currently doing to meet present and future challenges facing our state and their region and how they identify those challenges; conduct internal review of existing resources; and synthesize and update existing reports and studies.

2) **Assessment**
   August 2007 – January 2008
   Meet with business, nonprofit, community, policy, and governmental leaders in each of the state’s regions and in statewide sectors to hear from them what they need from UNC over the next twenty years; Commission issues report and recommendations to UNC BOG.

3) **Response**
   February 2008 – May 2008
   Develop a response to identified needs by UNC and each campus consistent with UNC’s mission as well as systemic changes to internal processes to ensure continued focus in future years. The UNC BOG will approve response plans.

4) **Implementation**
   June 2008 – January 2012
   Implement responses at the UNC and campus level by integrating responses into missions, programs, and curriculum, and assessing progress toward goals.

Our Partners

- The **UNC Board of Governors** will oversee the initiative, ensure that the work remains appropriately focused, and participate in campus-related work and regional public meetings. The Board has final approval of all recommendations.

- **Campuses** will be asked to form work groups to analyze past response to the state’s needs, determine campus capacity to respond going forward, and to follow, inform, and respond to the findings of the Commission. Campus participation includes administration, faculty, and students.

- The **UNC Tomorrow Commission** made up of business, education, government, and nonprofit leaders from across the state will be charged with learning “what the people of North Carolina need from their University over the next twenty years” and making recommendations to the Board of Governors.

- **Faculty** will provide both research and advice to the Commission through a Scholars Council. The Council will synthesize previous studies, research relevant issues and trends, develop focused “framing” questions for regional and sector public meetings, attend meetings, and assist the Commission in developing its recommendations.

- **UNC General Administration** will direct the day-to-day work of staff, campuses, the Commission and the Scholars Council throughout the initiative.

- A **Response Team** made up of General Administration staff and representatives from the Scholars Council, the Commission, and the Board of Governors, will develop a clear, comprehensive plan for responding to and implementing approved recommendations.
University of North Carolina Tomorrow
Commission

**Charge**

The University of North Carolina Tomorrow Commission will guide the University’s initiative to determine how the 16-campus system can best meet the needs of North Carolina and its people over the next 20 years. The Commission, a blue-ribbon group including business, education, government, and nonprofit leaders from across the state, is charged with learning what the people of North Carolina need from their University and making related recommendations to the Board of Governors.

During the course of the initiative, Commission members and staff will

- Assess current and future challenges facing North Carolina over the next 20 years;
- Travel the state visiting UNC campuses and meeting with regional leaders in different sectors and industries to discuss evolving challenges facing North Carolina;
- Identify potential responses UNC might make to those challenges; and
- Help devise a long-term plan that will position UNC to remain demand-driven, proactive, and responsive consistent with the University’s mission of teaching, research, and public service.

Faculty from across the University will provide research and advice to the Commission through a Scholars Council.

**Timeframe**

A brief summary of the University of North Carolina Tomorrow timeframe is outlined below. The Commission will oversee and guide the initiative through the Preparation and Assessment phases:

1) **Preparation**

   February – July 2007

   Identify major trends and challenges facing North Carolina and its regions, including synthesizing and updating existing reports and studies; work with campuses to analyze what they are currently doing to meet present and future challenges facing our state and their region, how they currently identify those challenges, and barriers to being more responsive; conduct internal review of existing resources; and develop the framing questions and methodologies to be used in seeking public input during the Assessment phase.
2) **Assessment**

August 2007 – January 2008

Meet with business, nonprofit, community, policy, and governmental leaders in each of the state’s regions (through 8 public listening forums) and in statewide sectors to hear from them what they need from UNC over the next twenty years; Commission issues report and recommendations to UNC Board of Governors for consideration. The Scholars will participate with the Commission in statewide sector and regional listening forums, document and compile findings of these meetings, and draw conclusions and findings; advise the Commission and staff leadership team on implications of trends and challenges identified in the Preparation phase and through the public input phase; and guide the Commission in developing its final report and recommendations to the UNC BOG on the University’s response to identified challenges and trends. The Commission will sunset upon Board of Governors’ adoption of its final report.

3) **Response**

February 2008 – May 2008

Develop responses to identified needs by UNC system and each campus consistent with their mission as well as systemic changes to internal processes to ensure continued focus in future years. The UNC Board of Governors will have final approval authority over response plans. The Scholars will work directly with Board of Governors members, the staff leadership team, General Administration, and campuses to guide the development of system and campus responses to the Commission’s final report and recommendations as approved by the UNC BOG. The Scholars Council will sunset upon Board of Governors’ adoption of campus response plans.

4) **Implementation**

June 2008 – January 2012

Implement responses at the UNC and campus level by integrating responses into missions, programs, and curriculum, and assessing progress toward goals. The implementation phase will be an on-going effort at the campus level in cooperation with General Administration and the Board of Governors.
University of North Carolina Tomorrow
Scholars Council

A critical partner in the University of North Carolina Tomorrow initiative is the Scholars Council. Made up of faculty from across the UNC system, the Scholars Council will provide expertise and guidance to the University of North Carolina Tomorrow Commission and leadership team at UNC General Administration.

**Duties**

Members of the Scholars Council will:

- **Develop “framing reports” on major issues and trends anticipated to impact North Carolina and UNC over the next twenty years, and advise on the implications of those issues and trends** – This work will involve determining the major issues and trends that will impact North Carolina and UNC over the next twenty years, identifying existing data and reports on these issues and trends, and facilitating the compilation and analysis of such information. Some of this body of information will already exist among the work of the Scholars and other faculty on the campuses; compilation and summary work that may be required can be performed by graduate students under the supervision of Scholars Council members. Scholars will advise the UNC Tomorrow team at General Administration and the UNC Tomorrow Commission on the implications and ramifications of these major issues and trends, and guide discussions as to possible responses to those trends throughout the UNC Tomorrow initiative. Reports on major issues and trends and their implications will be presented to the Commission (“framing reports”) and incorporated in regional and sector listening forums.

- **Develop “framing questions” for public input/listening forums** – The “framing questions” will guide discussions with individuals and communities during the assessment phase of the initiative (regional and statewide sector listening forums as well as other potential mechanisms for eliciting public input) to ensure that the Commission is best able to assess those needs and challenges facing North Carolina to which UNC can and must respond.

- **Participate in all Commission meetings, including regional and statewide sector listening forums** – Scholars Council members’ involvement in commission meetings and regional/statewide sector listening forums is vital. Scholars will present to the Commission “framing reports” highlighting major trends and issues impacting North Carolina and UNC over the next twenty years, and offer their assessments as to the implications of those trends and issues. Scholars will also be asked for their guidance on matters internal to UNC, such as academic planning processes and current barriers
to stronger engagement by faculty and students, as well as trends in higher education such as innovations in teaching and learning. Finally, Scholars will guide the Commission in its analysis and consideration of information received during the regional/statewide sector listening forums (see next bullet below).

- **Assist in compiling public input, developing conclusions and recommends for Commission** – The Commission is ultimately charged with identifying and assessing the challenges facing North Carolina over the next twenty years and recommending to the UNC Board of Governors those needs to which UNC can and should respond, as well as consider the most appropriate and effective ways in which UNC can sustain this focus and remain proactive in anticipating and meeting North Carolina’s needs as they evolve and change over time. To achieve this goal, the Scholars Council will guide and assist the Commission in compiling information obtained through research and public input, drawing sound conclusions, and formulating responsible recommendations.

**Timeframe**

A brief summary of the University of North Carolina Tomorrow timeframe is outlined below. The Scholars Council will be most directly involved in the preparation and assessment phases (some work may continue through the response phase):

1) **Preparation**  
   February – July 2007  
   Work with campuses to analyze what they are currently doing to meet present and future challenges facing our state and their region, how they currently identify those challenges, and barriers to being more responsive; conduct internal review of existing resources; and synthesize and update existing reports and studies.
   
   In this phase the Scholars will identify major trends and challenges facing North Carolina and its regions; develop the framing questions and methodologies to be used in seeking public input during the Assessment phase; guide data collection from existing resources (literature, state data, community-based data, government reports, etc.); and analyze and summarize data.

2) **Assessment**  
   August 2007 – January 2008  
   Meet with business, nonprofit, community, policy, and governmental leaders in each of the state’s regions and in statewide sectors to hear from them what they need from UNC over the next twenty years; Commission issues report and recommendations to UNC BOG.
   
   In this phase, the Scholars will participate with the Commission in statewide sector and regional listening forums, document and compile findings of these meetings, and draw conclusions and findings; advise the Commission and staff leadership team on implications of trends and challenges identified in the Preparation phase and through public input; and guide the Commission in developing its final report and recommendations on UNC’s response to identified challenges and trends. The Commission will sunset upon Board of Governors’ adoption of its final report.
3) **Response**

February 2008 – May 2008

Develop a response to identified needs by UNC and each campus consistent with UNC’s mission as well as systemic changes to internal processes to ensure continued focus in future years. The UNC BOG will approve response plans.

*In this phase, the Scholars will work directly with Board of Governors members, the UNC Tomorrow leadership team, General Administration, and campuses to guide the development of system and campus responses to the Commission’s final report and recommendations as adopted by the UNC BOG. The Scholars Council will sunset upon Board of Governors’ adoption of campus response plans.*

4) **Implementation**

June 2008 – January 2012

Implement responses at the UNC and campus level by integrating responses into missions, programs, and curriculum, and assessing progress toward goals.

*The implementation phase will be an on-going effort at the campus level in cooperation with General Administration and the Board of Governors. The Scholars Council is not expected to play a formal role in ongoing implementation.*

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**Diverse Expertise**

Ideally, the Scholars Council will consist of a diverse group of faculty with a broad array of experience and expertise that reflects both the breadth of disciplines within UNC as well as the range of issues facing our state, including (broadly):

- Economy (economic trends, workforce development, new and emerging business and industries, entrepreneurship, innovation, special challenges in rural and disadvantaged communities)

- Health (health/public health issues, health care delivery, health care professionals)

- Environment (environment and environmental health issues, sustainability and quality of natural resources)

- Education (education delivery systems, higher education trends, models, and organization, k12, education methodologies)

- Civic and Community Issues (social sciences, humanities, public administration, political science, arts and history, civic engagement, leadership)

- Demographics (population trends, impact of such trends on public and private resources, workforces, civic leadership)
o Science, Technology, and Math (data analysis, GIS, statistics, analytical expertise)

Finally, the Scholars Council should not be viewed (nor view themselves) as “campus representatives,” but are, in fact, members of a team, working on behalf of our state and its regions, who represent the best and brightest among our faculty and are committed to the University’s public mission of service to North Carolina through teaching, research and scholarship, and public service.
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*Note: Plan 3 hours for each campus visit. Specific arrival and departure times are being coordinated through President Bowles' office, and campuses will be contacted directly to confirm details.*
For more information, contact Joni Worthington at (919) 962-4629 or worthj@northcarolina.edu.

March 16, 2007

FOR RELEASE AT WILL

University of North Carolina Tomorrow Commission to Help Shape Future Service to the State

CHAPEL HILL – Last month the UNC Board of Governors launched University of North Carolina Tomorrow, an 18-month initiative to determine how the 16-campus University can best meet the needs of the state and its people over the next 20 years. Today Board of Governors Chairman Jim Phillips of Greensboro announced the creation of the University of North Carolina Tomorrow Commission, a blue-ribbon group that will help guide that ambitious effort. The Commission, which includes business, education, government, and nonprofit leaders from across the state, is charged with learning what the people of North Carolina need from their University and making related recommendations to the Board of Governors.

In coming months, Commission members and staff will travel the state, visiting UNC campuses and meeting with regional leaders in different sectors and industries to discuss evolving challenges facing North Carolina, and then will advise the Board of Governors as it develops potential responses UNC might make to those challenges and devises a long-term plan that will position UNC to remain proactive, and responsive.

“The make-up of this Commission reflects our commitment to reach out across all of North Carolina for input and guidance,” said Phillips. “For the next 18 months, this group will be the eyes and ears responsible for capturing the state’s most critical needs and then recommending to the Board of Governors appropriate solutions that are consistent with the University’s mission of teaching, research, and public service.”

Members appointed to the University of North Carolina Tomorrow Commission follow. In addition, representatives of the NC State Board of Education, the NC State Board of Community Colleges, and the NC Association of Independent Colleges and Universities will participate ex officio.

- Jim W. Phillips, Jr., attorney; Chair, UNC Board of Governors; Greensboro. Mr. Phillips will also serve as chairman of the Commission.
- John M. Blackburn: President and General Manager, Linville Resorts; Vice-Chairman, ASU Board of Trustees; Linville.
- Peaches Gunter Blank*: businesswoman; former Chair, NCSU Board of Trustees; former Deputy Governor of Tennessee; Nashville, TN.
- Edward Broadwell, Jr.*: banking executive; member, N.C. Rural Development Council executive committee; former chairman, N.C. Bankers Association; Asheville.
- Bert Collins: director, NC Mutual Life Insurance Co; former chairman, NCCU Board of Trustees, past president, Durham Chamber of Commerce; Durham.
- Amanda M. Devore: federal tax consultant, Ernst and Young; former president, UNC Association of Student Governments; Raleigh.

—more—
University of North Carolina Tomorrow Commission Appointed/Page 2 of 2

- Dudley E. Flood*: retired educator; former associate State Superintendent of Public Instruction; former executive director, N.C. Association of School Administrators; Raleigh.
- Hannah D. Gage*: businesswoman; former chair, UNC-Wilmington Board of Trustees; former member, N.C. Association of Broadcasters; Wilmington.
- Anita R. Brown-Graham: Director, Institute for Emerging Issues, NC State University; former faculty member, UNC-Chapel Hill School of Government; Raleigh.
- Peter D. Hans*: government relations strategic advisor; former vice-chair, NC Board of Community Colleges; Raleigh.
- James E. Holshouser, Jr.*: former governor of North Carolina; former member, NC House of Representatives; attorney; Southern Pines.
- Brenda L. Killingsworth: Chair, UNC Faculty Assembly; Associate Professor, College of Business, East Carolina University; Greenville.
- Phillip J. Kirk, Jr.: Vice President for External Relations, Catawba College; former President and CEO, NCCBI; former Chairman, State Board of Education; Salisbury.
- Maria Montañó: Vice President and General Manager, WUVC Univision 40, the nation’s leading Spanish-language media company; Board of Directors, El Pueblo, Inc.; Raleigh.
- Marshall Pitts: attorney; former mayor of Fayetteville; Board of Directors, ElectriCities; Fayetteville.
- Thomas W. Ross: Executive Director, Z. Smith Reynolds Foundation; former Superior Court Judge and Director of the Administrative Office of the Courts; Winston-Salem.
- Estelle “Bunny” Sanders*: mayor of Roper; member, Gateway Bank Advisory Board; former director, ECSU Small Business and Technology Development Center; Roper.
- Ruth G. Shaw: Executive Advisor to Chairman, President, & CEO, Duke Energy; former President, Central Piedmont Community College; UNC-Charlotte Board of Trustees; Charlotte.
- Lawrence Seigler: retired pharmaceutical executive; chairman, Pitt County Memorial Hospital Board of Trustees; co-Chairman, NC Virtual High School Commission; Greenville.
- J. Craig Souza*: association executive; former chairman, ECU Board of Trustees; Board of Directors, NC Institute of Medicine; Raleigh.
- Priscilla P. Taylor*: retired foundation executive; former member, NC A&T Board of Trustees; member, UNC-Chapel Hill Graduate School and Honors Program Advisory Councils; Chapel Hill.
- Roland Vaughn: mayor of Edenton; former member, NC Rural Prosperity Task Force; Edenton.
- James Woodward: Chancellor Emeritus, University of North Carolina at Charlotte; Charlotte.
- David W. Young*: business owner; Buncombe County Commissioner; member, Blue Ridge Film Commission Advisory Board; former chair, Buncombe County Economic Development Board; Asheville.

* member, UNC Board of Governors

###

**NOTE TO EDITORS:** For more information about the University of North Carolina Tomorrow initiative, contact executive director Norma Mills at (919) 843-1903 or nmills@northcarolina.edu. You may also contact deputy director Tony Caravano at (919) 962-4231 or caravano@northcarolina.edu.
U.S. Headcount Enrollment, Fall 2006

<table>
<thead>
<tr>
<th>Level of Student</th>
<th>ASU</th>
<th>Masters I Average</th>
<th>Doc/Res-Int Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>13,447</td>
<td>8,131</td>
<td>11,613</td>
</tr>
<tr>
<td>Graduate</td>
<td>1,670</td>
<td>1,531</td>
<td>2,997</td>
</tr>
<tr>
<td>First Professional</td>
<td>0</td>
<td>477</td>
<td>774</td>
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<tr>
<td>Total</td>
<td>15,117</td>
<td>9,688</td>
<td>14,743</td>
</tr>
</tbody>
</table>

Note: Includes only public institutions.
# U.S. Quality Measures

<table>
<thead>
<tr>
<th>Quality Measure</th>
<th>ASU</th>
<th>Masters I Average</th>
<th>Doc/Res-Int Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st yr retention rate</td>
<td>86%</td>
<td>72%</td>
<td>72%</td>
</tr>
<tr>
<td>4-yr graduation rate</td>
<td>35%</td>
<td>19%</td>
<td>20%</td>
</tr>
<tr>
<td>6-yr graduation rate</td>
<td>64%</td>
<td>42%</td>
<td>45%</td>
</tr>
<tr>
<td>75th percentile SATV</td>
<td>610</td>
<td>554</td>
<td>589</td>
</tr>
<tr>
<td>75th percentile SATM</td>
<td>610</td>
<td>562</td>
<td>603</td>
</tr>
</tbody>
</table>

Note: Includes only public institutions.
## Carnegie Classifications of ASU’s Peers

<table>
<thead>
<tr>
<th>Institution</th>
<th>Basic</th>
<th>Instructional Program</th>
<th>Enrollment Profile</th>
<th>Undergraduate Profile</th>
<th>Size and Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appalachian State University</td>
<td>Masters (LP)</td>
<td>Prof+ A&amp;S/SGC</td>
<td>S-Doc/Ed</td>
<td>VHU</td>
<td>FT4/MS/HTI</td>
</tr>
<tr>
<td>Bowling Green State University-Main Campus</td>
<td>Research (HRA)</td>
<td>Prof+ A&amp;S/SGC</td>
<td>Comp/Doc/SS/Other</td>
<td>HU</td>
<td>FT4/S/LTI</td>
</tr>
<tr>
<td>California State University-Chico</td>
<td>Masters (LP)</td>
<td>Bal/SGC</td>
<td>Postbac-Comp</td>
<td>VHU</td>
<td>FT4/S/HTI</td>
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<tr>
<td>California State University-Fresno</td>
<td>Masters (LP)</td>
<td>Bal/HGC</td>
<td>S-Doc/Ed</td>
<td>HU</td>
<td>FT4/I</td>
</tr>
<tr>
<td>Eastern Illinois University</td>
<td>Masters (LP)</td>
<td>Bal/SGC</td>
<td>Postbac-Comp</td>
<td>VHU</td>
<td>FT4/S/HTI</td>
</tr>
<tr>
<td>George Mason University</td>
<td>Research (HRA)</td>
<td>A&amp;S+ Prof/HGC</td>
<td>Comp/Doc/SS/Other</td>
<td>MU</td>
<td>MFT4/S/HTI</td>
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<tr>
<td>James Madison University</td>
<td>Masters (LP)</td>
<td>A&amp;S+ Prof/SGC</td>
<td>Doc/SS</td>
<td>VH(U)</td>
<td>FT4/MS/LTI</td>
</tr>
<tr>
<td>Miami University-Oxford</td>
<td>Research (HRA)</td>
<td>Bal/HGC</td>
<td>Comp/Doc/SS/Other</td>
<td>VH(U)</td>
<td>FT4/MS/LTI</td>
</tr>
<tr>
<td>Sam Houston State University</td>
<td>Masters (LP)</td>
<td>Prof+ A&amp;S/SGC</td>
<td>Doc/Prof</td>
<td>HU</td>
<td>FT4/S/HTI</td>
</tr>
<tr>
<td>Stephen F Austin State University</td>
<td>Masters (LP)</td>
<td>Bal/SGC</td>
<td>S-Doc/Ed</td>
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<td>FT4/S/HTI</td>
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<tr>
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<td>Masters (LP)</td>
<td>Bal/SGC</td>
<td>S-Doc/Other</td>
<td>HU</td>
<td>FT4/I</td>
</tr>
<tr>
<td>University of Northern Iowa</td>
<td>Masters (LP)</td>
<td>Prof+ A&amp;S/SGC</td>
<td>Doc/Prof</td>
<td>VH(U)</td>
<td>FT4/S/HTI</td>
</tr>
<tr>
<td>University of Wisconsin-La Crosse</td>
<td>Masters (LP)</td>
<td>Bal/SGC</td>
<td>Postbac-A&amp;S/Ed</td>
<td>VH(U)</td>
<td>FT4/MS/LTI</td>
</tr>
<tr>
<td>West Chester University of Pennsylvania</td>
<td>Masters (LP)</td>
<td>Bal/HGC</td>
<td>Postbac-Comp</td>
<td>HU</td>
<td>FT4/S/HTI</td>
</tr>
<tr>
<td>Western Illinois University</td>
<td>Masters (LP)</td>
<td>Bal/HGC</td>
<td>Postbac-Comp</td>
<td>HU</td>
<td>FT4/S/LTI</td>
</tr>
<tr>
<td>Western Washington University</td>
<td>Masters (LP)</td>
<td>A&amp;S+ Prof/SGC</td>
<td>Postbac-Comp</td>
<td>VH(U)</td>
<td>FT4/S/HTI</td>
</tr>
</tbody>
</table>

Source: [http://www.carnegiefoundation.org](http://www.carnegiefoundation.org)
Basic Classification Description

The Basic Classification is an update of the traditional classification framework developed by the Carnegie Commission on Higher Education in 1970 to support its research program, and later published in 1973 for use by other researchers. Although this classification has undergone many changes over the years, the current release involves some significant changes from previous editions.

With the advent of several new classifications to complement the Basic classification, more nuanced groupings of institutions can be identified by examining the classifications in combination. The Custom Listings tool provides this functionality.

Overarching Changes

Order of presentation. We now present major groupings in order of aggregate enrollment.

Single-year data. Previous editions of the Carnegie Classification used a combination of single-year data and multiple-year averages. While using data from several years can smooth out year-to-year fluctuations, it can also diminish the classification’s sensitivity to changes. Because the classifications are inherently retrospective, time-specific snapshots, accuracy and timeliness are enhanced by using the most current data available.

Exceptions. Although previous editions of the Carnegie Classification identified specific empirical criteria for assigning colleges and universities to categories, some institutions were classified instead on the basis of their history, traditions, and identity. This practice undermined the classification’s transparency and replicability, and it led to concerns that the rules were different for certain institutions. With this revision of the classification, we substantially curtailed this practice, because our new classification tools can be used to identify distinct subtypes. We also increased the level of master’s degree production separating the Baccalaureate and Master’s groups, recognizing the growth of graduate education at primarily undergraduate colleges. In December 2006, we extended the option of reclassification from the Master’s to Baccalaureate groups to selected institutions based on their profiles (see Technical Details for further information).

The Carnegie Classification system now includes new classification schemes and a Custom Listings tool for aggregating and combining them—to identify points of intersection between classifications, and to create new, customized classifications. This provides a way to explicitly identify special groupings within categories of the Basic classification, identifying contextual factors that were previously not available for examination. We believe this is an appropriate way to overcome the limitations of any single classification.

There remain some circumstances in which we have considered requests for special handling: cases where the 2003-04 degree data reflect a verifiable departure from usual patterns; cases where the institutional data combine information from distinct units with different missions and that serve different undergraduate populations (e.g., a degree-completion program serving working adults who attend part time and an undergraduate college serving mostly full-time students); and cases where inclusion among special-focus institutions may not represent the diversity of an institution’s programs.

Category-specific Changes

Associate’s Colleges. For the first time in the Carnegie Classification’s history, two-year colleges have been split into subcategories. The categories are based on the work of Stephen Katsinas, Vincent Lacey, and David Hardy at The University of Alabama. The new Undergraduate Profile and Size & Setting classifications also differentiate two-year
colleges, so researchers now have several ways to take the diversity of two-year colleges into account.

**Doctorate-granting Universities.** With this edition, doctorate-granting institutions are once again differentiated based on an explicit measure of research activity. We now use a multi-measure index rather than the single measure of federal funding used in previous editions. This approach incorporates several improvements: it is not limited to funding; the funding measures used are not limited to federal funding; and the analysis considers both aggregate and per-capita measures of research activity. Using the new methodology, we have identified three categories of doctorate-granting institutions. Because of these changes, the new categories are not comparable to those previously used (Research I & II; and Doctoral I & II; and Doctoral/Research–Extensive and Intensive).

We also simplified the degree-production criterion for inclusion among doctorate-granting institutions. Previous editions defined this group as institutions awarding at least 20 doctoral degrees per year or at least 10 such degrees per year spanning at least three fields. For this edition we dropped the latter criterion. Institutions with lower levels of doctoral degree production can be identified using the Graduate Instructional Program classification.

**Master’s Colleges and Universities.** We now split master’s institutions into three categories based on the volume of master’s degree production. We have also increased the level of master’s degree production separating Baccalaureate and Master’s institutions.

**Baccalaureate Colleges.** Although our criteria for subcategories are unchanged from the 2000 edition, we have discontinued the use of the “Liberal Arts” terminology in favor of a term that more transparently describes the classification criteria. (Both “liberal arts college” and “liberal arts education” signify more than the proportion of undergraduates who major in traditional arts and sciences fields.) Note that the new Undergraduate Instructional Program classification offers finer differentiation of the distribution of undergraduate majors, while also identifying institutions where arts and sciences and professional fields are represented among majors in roughly equal proportions.

Because we increased the threshold level of master’s degree production separating Baccalaureate and Master’s institutions, some institutions that previously would have been classified among Master’s Colleges and Universities II are now included among Baccalaureate Colleges.

**Special Focus Institutions** (previously called Specialized Institutions). In addition to the name change, we have refined our methodology for identifying special-focus institutions, generally requiring higher levels of single-field or related-field concentration for designation as a special-focus institution. We are also using more sources of information to identify these institutions (see Technical Details for more information).

We also made some category changes: “Schools of engineering and technology” has been split into two categories, and the “Teacher’s colleges” category was eliminated due to the small number of eligible institutions (now listed among “Other special-focus institutions”). Finally, service academies are no longer automatically included among special-focus institutions; they are classified according to the same criteria as other institutions.

**Categories** (Refer to Technical Details for category definitions and data sources.)

**Associate’s Colleges.** Includes institutions where all degrees are at the associate’s level, or where bachelor’s degrees account for less than 10 percent of all undergraduate degrees. Excludes institutions eligible for classification as Tribal Colleges or Special Focus Institutions.

Assoc/Pub-R-S: Associate’s—Public Rural-serving Small
Assoc/Pub-R-M: Associate’s—Public Rural-serving Medium  
Assoc/Pub-R-L: Associate’s—Public Rural-serving Large  
Assoc/Pub-S-SC: Associate’s—Public Suburban-serving Single Campus  
Assoc/Pub-S-MC: Associate’s—Public Suburban-serving Multicampus  
Assoc/Pub-U-SC: Associate’s—Public Urban-serving Single Campus  
Assoc/Pub-U-MC: Associate’s—Public Urban-serving Multicampus  
Assoc/Pub-Spec: Associate’s—Public Special Use  
Assoc/PrivNFP: Associate’s—Private Not-for-profit  
Assoc/PrivFP: Associate’s—Private For-profit  
Assoc/Pub2in4: Associate’s—Public 2-year Colleges under Universities  
Assoc/Pub4: Associate’s—Public 4-year, Primarily Associate’s  
Assoc/PrivNFP4: Associate’s—Private Not-for-profit 4-year, Primarily Associate’s  
Assoc/PrivFP4: Associate’s—Private For-profit 4-year, Primarily Associate’s

**Doctorate-granting Universities.** Includes institutions that award at least 20 doctoral degrees per year (excluding doctoral-level degrees that qualify recipients for entry into professional practice, such as the JD, MD, PharmD, DPT, etc.). Excludes Special Focus Institutions and Tribal Colleges.

RU/VH: Research Universities (very high research activity)  
RU/H: Research Universities (high research activity)  
DRU: Doctoral/Research Universities

**Master’s Colleges and Universities.** Generally includes institutions that award at least 50 master’s degrees and fewer than 20 doctoral degrees per year. (Some institutions above the master’s degree threshold are included among Baccalaureate Colleges, and some below the threshold are included among Master’s Colleges and Universities; see Technical Details.) Excludes Special Focus Institutions and Tribal Colleges.

Master’s/L: Master’s Colleges and Universities (larger programs)  
Master’s/M: Master’s Colleges and Universities (medium programs)  
Master’s/S: Master’s Colleges and Universities (smaller programs)

**Baccalaureate Colleges.** Includes institutions where baccalaureate degrees represent at least 10 percent of all undergraduate degrees and that award fewer than 50 master’s degrees or 20 doctoral degrees per year. (Some institutions above the master’s degree threshold are also included; see Technical Details.) Excludes Special Focus Institutions and Tribal Colleges.

Bac/A&S: Baccalaureate Colleges—Arts & Sciences  
Bac/Diverse: Baccalaureate Colleges—Diverse Fields  
Bac/Assoc: Baccalaureate/Associate’s Colleges

**Special Focus Institutions.** Institutions awarding baccalaureate or higher-level degrees where a high concentration of degrees is in a single field or set of related fields. Excludes Tribal Colleges.

Spec/Faith: Theological seminaries, Bible colleges, and other faith-related institutions  
Spec/Medical: Medical schools and medical centers  
Spec/Health: Other health profession schools  
Spec/Engg: Schools of engineering  
Spec/Tech: Other technology-related schools  
Spec/Bus: Schools of business and management  
Spec/Arts: Schools of art, music, and design  
Spec/Law: Schools of law  
Spec/Other: Other special-focus institutions
Undergraduate Instructional Program Description

The vast majority of U.S. institutions of higher education teach undergraduates. Indeed, undergraduate education is an essential component of what most colleges and universities do. Even at institutions with strong commitments to graduate education and the production of new knowledge through research and scholarship, the undergraduate program usually accounts for the majority of student enrollment. This new classification focuses attention on undergraduate education regardless of the presence or extent of graduate education. (Similarly, our undergraduate profile classification focuses on the undergraduate population at all institutions with undergraduates.)

The instructional program classification is based on three pieces of information: the level of undergraduate degrees awarded (associate’s or bachelor’s), the proportion of bachelor’s degree majors in the arts and sciences and in professional fields, and the extent to which an institution awards graduate degrees in the same fields in which it awards undergraduate degrees.

The distinction between arts and sciences and professional undergraduate majors is one that has been made in the Classification since 1987 (but only for undergraduate colleges), and researchers and others in the higher education community have also made similar distinctions. We are extending and elaborating the previous analysis by (1) applying it to almost all baccalaureate-level institutions, (2) making finer distinctions along the arts & sciences - professions continuum, and (3) recognizing a “middle ground” where the two domains exist in relative balance with respect to graduating students’ major concentrations.

A high concentration of majors in the arts and sciences is not the same as a liberal arts education, and we do not view any particular location on this continuum as the special province of liberal education. Examples of high-quality liberal education exist across the spectrum.

Some institutions enroll no graduate students. Others may have graduate programs that operate relatively independently of the undergraduate program (such as a law school). Still others offer graduate education in most or all fields where they have undergraduate programs. And of course, some institutions fall between these extremes. By examining the number of undergraduate fields in which we also see graduate degrees, we can locate institutions along this continuum of undergraduate-graduate “coexistence.” Departments that teach only undergraduates can differ in many ways from those that also train graduate students. Examples of such differences include faculty activities and instructional resources.

It is important to emphasize that we do not view these continua (arts & sciences - professions or graduate coexistence) as signifying gradations in value or quality. The categories are as follows:

**Assoc:** Associate’s. According to the degree data, these institutions awarded associate’s degrees but no bachelor’s degrees.

**Assoc-Dom:** Associate’s Dominant. These institutions awarded both associate’s and bachelor’s degrees, but the majority of degrees awarded were at the associate’s level.

**A&S-F/NGC:** Arts & sciences focus, no graduate coexistence. According to the degree data, at least 80 percent of bachelor’s degree majors were in the arts and sciences, and no graduate degrees were awarded in fields corresponding to undergraduate majors.

**A&S-F/SGC:** Arts & sciences focus, some graduate coexistence. At least 80 percent of
bachelor's degree majors were in the arts and sciences, and graduate degrees were observed in some of the fields corresponding to undergraduate majors (but less than half).

A&S-F/HGC: Arts & sciences focus, high graduate coexistence. At least 80 percent of bachelor's degree majors were in the arts and sciences, and graduate degrees were observed in at least half of the fields corresponding to undergraduate majors.

A&S+Prof/NGC: Arts & sciences plus professions, no graduate coexistence. According to the degree data, 60-79 percent of bachelor's degree majors were in the arts and sciences, and no graduate degrees were awarded in fields corresponding to undergraduate majors.

A&S+Prof/SGC: Arts & sciences plus professions, some graduate coexistence. 60-79 percent of bachelor’s degree majors were in the arts and sciences, and graduate degrees were observed in some of the fields corresponding to undergraduate majors (but less than half).

A&S+Prof/HGC: Arts & sciences plus professions, high graduate coexistence. 60-79 percent of bachelor’s degree majors were in the arts and sciences, and graduate degrees were observed in at least half of the fields corresponding to undergraduate majors.

Bal/NGC: Balanced arts & sciences/professions, no graduate coexistence. According to the degree data, bachelor’s degree majors were relatively balanced between arts and sciences and professional fields (41-59 percent in each), and no graduate degrees were awarded in fields corresponding to undergraduate majors.

Bal/SGC: Balanced arts & sciences/professions, some graduate coexistence. Bachelor’s degree majors were relatively balanced between arts and sciences and professional fields (41-59 percent in each), and graduate degrees were observed in some of the fields corresponding to undergraduate majors (but less than half).

Bal/HGC: Balanced arts & sciences/professions, high graduate coexistence. Bachelor’s degree majors were relatively balanced between arts and sciences and professional fields (41-59 percent in each), and graduate degrees were observed in at least half of the fields corresponding to undergraduate majors.

Prof+A&S/NGC: Professions plus arts & sciences, no graduate coexistence. According to the degree data, 60-79 percent of bachelor’s degree majors were in professional fields (such as business, education, engineering, health, and social work), and no graduate degrees were awarded in fields corresponding to undergraduate majors.

Prof+A&S/SGC: Professions plus arts & sciences, some graduate coexistence. 60-79 percent of bachelor’s degree majors were in professional fields, and graduate degrees were observed in some of the fields corresponding to undergraduate majors (but less than half).

Prof+A&S/HGC: Professions plus arts & sciences, high graduate coexistence. 60-79 percent of bachelor’s degree majors were in professional fields, and graduate degrees were observed in at least half of the fields corresponding to undergraduate majors.

Prof-F/NGC: Professions focus, no graduate coexistence. According to the degree data, at least 80 percent of bachelor’s degree majors were in professional fields (such as business, education, engineering, health, and social work), and no graduate degrees were awarded in fields corresponding to undergraduate majors.

Prof-F/SGC: Professions focus, some graduate coexistence. At least 80 percent of bachelor’s degree majors were in professional fields, and graduate degrees were observed in some of the fields corresponding to undergraduate majors (but less than half).
Enrollment Profile Description

By grouping institutions according to the mix of students enrolled at the undergraduate and graduate/professional levels, this classification provides a bird’s eye view of the student population. Exclusively undergraduate institutions are further broken down by level (two-year and four-year). For institutions with both undergraduate and graduate/professional students, institutions are grouped according to the distribution of full-time equivalent students across the two levels, giving an approximate measure of the student population’s “center of gravity.” As a result, it reflects important differences with respect to educational mission as well as institutional climate and culture—differences that can have implications for infrastructure, services, and resource allocation.

The categories are as follows:

**ExU2: Exclusively undergraduate two-year.** Fall enrollment data show only undergraduates enrolled, and at these associate’s degree granting institutions.

**ExU4: Exclusively undergraduate four-year.** Fall enrollment data show only undergraduates enrolled, at these bachelor’s granting institutions.

**VHU: Very high undergraduate.** Fall enrollment data show both undergraduate and graduate/professional students, with the latter group accounting for less than 10 percent of FTE enrollment.

**HU: High undergraduate.** Fall enrollment data show both undergraduate and graduate/professional students, with the latter group accounting for 10-24 percent of FTE enrollment.

**MU: Majority undergraduate.** Fall enrollment data show both undergraduate and graduate/professional students, with the latter group accounting for 25-49 percent of FTE enrollment.

**MGP: Majority graduate/professional.** Fall enrollment data show both undergraduate and graduate/professional students, with the latter group accounting for at least half of FTE enrollment.

**ExGP: Exclusively graduate/professional.** Fall enrollment data show only graduate/professional students enrolled.

* FTE: Full-time equivalent enrollment was calculated as full-time plus one-third part-time.

Classifications are time-specific snapshots of institutional attributes and behavior based on data from 2003 and 2004. Institutions might be classified differently using a different timeframe.

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51 Vista Lane, Stanford, CA 94305, 650-566-5100 | Map and directions
Undergraduate Profile Description

This new classification describes the undergraduate population with respect to three characteristics: the proportion who attend part- or full-time; achievement characteristics of first-year students; and the proportion of entering students who transfer in from another institution. Each of these captures important differences in the nature of the undergraduate population. They do not imply differences in the quality of undergraduate education, but they have implications for how an institution serves its students.

Some institutions serve a primarily full-time student population, while others serve large numbers of students who attend part-time due to substantial work and family commitments outside school. These differences have implications for the scheduling of classes, student services, extracurricular activities, time to degree, and other factors. Part-time students also tend to be older than full-time students, and older students bring more life experience and maturity into the classroom, often accompanied by a greater zeal for learning compared with those who have not spent any appreciable time away from formal education. Older students also face special challenges related to the competing obligations of school, work, and family.

Entrance examination scores describe—with limitations—the academic preparation of entering first-year students, which in turn corresponds to selectivity of undergraduate admissions. Although they should not be used as a gauge of institutional quality, admissions test scores and selectivity are widely used by institutions, academic researchers, and others in gauging the comparability of colleges and universities. For all the criticisms of standardized tests, they provide the only comparable, widely available metric for students’ prior academic preparation and achievement.

A measure of transfer origin identifies institutions where many undergraduates enter as first-year students and progress to graduation, as compared with those where an appreciable number of students begin their college careers elsewhere. Serving larger numbers of transfer students has a number of implications, such as the planning and assessment of general education, student advising, the structure of majors, and so on. At schools admitting large numbers of transfer students, test score data based on the first-time first-year population may not adequately describe the undergraduate population as a whole.

For some institutions, analysis of aggregate student enrollments can conceal the fact that two distinct programs and student populations are included. These institutions offer relatively distinct undergraduate programs—one serves a student body consisting of recent high school graduates who typically attend full-time and who reside on or close to campus (often living with other students), while the other program focuses on degree completion for returning students. Students in degree completion programs typically have families and full-time jobs, and they may attend part-time and commute to school or enroll online. For such institutions, the undergraduate profile classification may not accurately characterize either program.

The categories are as follows:

**PT2:** Higher part-time two-year. Fall enrollment data show at least 60 percent of undergraduates enrolled part-time at these associate’s degree granting institutions.

**Mix2:** Mixed part/full-time two-year. Fall enrollment data show 40-59 percent of undergraduates enrolled part-time at these associate’s degree granting institutions.

**MFT2:** Medium full-time two-year. Fall enrollment data show 10-39 percent of undergraduates enrolled part-time at these associate’s degree granting institutions.
FT2: Higher full-time two-year. Fall enrollment data show less than 10 percent of undergraduates enrolled part-time at these associate’s degree granting institutions.

PT4: Higher part-time four-year. Fall enrollment data show at least 40 percent of undergraduates enrolled part-time at these bachelor’s degree granting institutions.

MFT4/I: Medium full-time four-year, inclusive. Fall enrollment data show 60-79 percent of undergraduates enrolled full-time at these bachelor’s degree granting institutions. These institutions either did not report test score data or the scores indicate that they extend educational opportunity to a wide range of students with respect to academic preparation and achievement.

MFT4/S/LTI: Medium full-time four-year, selective, lower transfer-in. Fall enrollment data show 60-79 percent of undergraduates enrolled full-time at these bachelor’s degree granting institutions. Score data for first-year students indicate that these institutions are selective in admissions (our analysis of first-year students’ test scores places most of these institutions in roughly the middle two-fifths of baccalaureate institutions). Fewer than 20 percent of entering undergraduates are transfer students.

MFT4/S/HTI: Medium full-time four-year, selective, higher transfer-in. Fall enrollment data show 60-79 percent of undergraduates enrolled full-time at these bachelor’s degree granting institutions. Score data for first-year students indicate that these institutions are selective in admissions (our analysis of first-year students’ test scores places most of these institutions in roughly the middle two-fifths of baccalaureate institutions). At least 20 percent of entering undergraduates are transfer students.

FT4/I: Full-time four-year, inclusive. Fall enrollment data show at least 80 percent of undergraduates enrolled full-time at these bachelor’s degree granting institutions. These institutions either did not report test score data or the scores indicate that they extend educational opportunity to a wide range of students with respect to academic preparation and achievement.

FT4/S/LTI: Full-time four-year, selective, lower transfer-in. Fall enrollment data show at least 80 percent of undergraduates enrolled full-time at these bachelor’s degree granting institutions. Score data for first-year students indicate that these institutions are selective in admissions (our analysis of first-year students’ test scores places these institutions in roughly the middle two-fifths of baccalaureate institutions). Fewer than 20 percent of entering undergraduates are transfer students.

FT4/S/HTI: Full-time four-year, selective, higher transfer-in. Fall enrollment data show at least 80 percent of undergraduates enrolled full-time at these bachelor’s degree granting institutions. Score data for first-year students indicate that these institutions are selective in admissions (our analysis of first-year students’ test scores places these institutions in roughly the middle two-fifths of baccalaureate institutions). At least 20 percent of entering undergraduates are transfer students.

FT4/MS/LTI: Full-time four-year, more selective, lower transfer-in. Fall enrollment data show at least 80 percent of undergraduates enrolled full-time at these bachelor’s degree granting institutions. Score data for first-year students indicate that these institutions are more selective in admissions (our analysis of first-year students’ test scores places these institutions in roughly the top fifth of baccalaureate institutions). Fewer than 20 percent of entering undergraduates are transfer students.

FT4/MS/HTI: Full-time four-year, more selective, higher transfer-in. Fall enrollment data show at least 80 percent of undergraduates enrolled full-time at these bachelor’s degree granting institutions. Score data for first-year students indicate that these institutions are more selective in admissions (our analysis of first-year students’ test scores places these institutions in roughly the top fifth of baccalaureate institutions). At least 20 percent of entering undergraduates are transfer students.
Size & Setting Description

This classification describes institutions’ size and residential character. Because residential character applies to the undergraduate student body, exclusively graduate/professional institutions are not included.

Size matters. It is related to institutional structure, complexity, culture, finances, and other factors. Indeed, it is probably the most influential omitted variable in the 1970 classification framework. Residential or nonresidential character reflects aspects of the campus environment, student population served, and the mix of programs and services that an institution provides.

Four-year institutions are divided into four categories of full-time equivalent (FTE) enrollment and three categories of residential character. Neither characteristic implies differences in the quality of undergraduate education, but an institution’s location along the two continua generally corresponds to a distinctive mix of educational challenges and opportunities. Because few two-year institutions serve a residential population, these institutions are classified solely based on FTE enrollment.

The residential character measure is based on two attributes: the proportion of degree-seeking undergraduates who attend full-time and the proportion living in institutionally-owned, operated, or affiliated housing. It is important to note the variety of situations of students who do not live in college or university housing. Some are true “commuting” students, while others may live with other students in rental housing on the periphery of campus, and still others are distance education students who rarely or never set foot on a campus.

The categories are as follows:

VS2: Very small two-year. Fall enrollment data show FTE* enrollment of fewer than 500 students at these associate’s degree granting institutions.

S2: Small two-year. Fall enrollment data show FTE enrollment of 500-1,999 students at these associate’s degree granting institutions.

M2: Medium two-year. Fall enrollment data show FTE enrollment of 2,000-4,999 students at these associate’s degree granting institutions.

L2: Large two-year. Fall enrollment data show FTE enrollment of 5,000-9,999 students at these associate’s degree granting institutions.

VL2: Very large two-year. Fall enrollment data show FTE enrollment of at least 10,000 students at these associate’s degree granting institutions.

VS4/NR: Very small four-year, primarily nonresidential. Fall enrollment data show FTE enrollment of fewer than 1,000 degree-seeking students at these bachelor’s degree granting institutions. Fewer than 25 percent of degree-seeking undergraduates live on campus** (includes exclusively distance education institutions).

VS4/R: Very small four-year, primarily residential. Fall enrollment data show FTE enrollment of fewer than 1,000 degree-seeking students at these bachelor’s degree granting institutions. 25-49 percent of degree-seeking undergraduates live on campus.

VS4/HR: Very small four-year, highly residential. Fall enrollment data show FTE enrollment of fewer than 1,000 degree-seeking students at these bachelor’s degree granting institutions. At least half of degree-seeking undergraduates live on campus.
S4/NR: Small four-year, primarily nonresidential. Fall enrollment data show FTE enrollment of 1,000-2,999 degree-seeking students at these bachelor’s degree granting institutions. Fewer than 25 percent of degree-seeking undergraduates live on campus (includes exclusively distance education institutions).

S4/R: Small four-year, primarily residential. Fall enrollment data show FTE enrollment of 1,000-2,999 degree-seeking students at these bachelor’s degree granting institutions. 25-49 percent of degree-seeking undergraduates live on campus.

S4/HR: Small four-year, highly residential. Fall enrollment data show FTE enrollment of 1,000-2,999 degree-seeking students at these bachelor’s degree granting institutions. At least half of degree-seeking undergraduates live on campus.

M4/NR: Medium four-year, primarily nonresidential. Fall enrollment data show FTE enrollment of 3,000-9,999 degree-seeking students at these bachelor’s degree granting institutions. Fewer than 25 percent of degree-seeking undergraduates live on campus (includes exclusively distance education institutions).

M4/R: Medium four-year, primarily residential. Fall enrollment data show FTE enrollment of 3,000-9,999 degree-seeking students at these bachelor’s degree granting institutions. 25-49 percent of degree-seeking undergraduates live on campus.

M4/HR: Medium four-year, highly residential. Fall enrollment data show FTE enrollment of 3,000-9,999 degree-seeking students at these bachelor's degree granting institutions. At least half of degree-seeking undergraduates live on campus.

L4/NR: Large four-year, primarily nonresidential. Fall enrollment data show FTE enrollment of at least 10,000 degree-seeking students at these bachelor’s degree granting institutions. Fewer than 25 percent of degree-seeking undergraduates live on campus (includes exclusively distance education institutions).

L4/R: Large four-year, primarily residential. Fall enrollment data show FTE enrollment of at least 10,000 degree-seeking students at these bachelor’s degree granting institutions. 25-49 percent of degree-seeking undergraduates live on campus.

L4/HR: Large four-year, highly residential. Fall enrollment data show FTE enrollment of at least 10,000 degree-seeking students at these bachelor’s degree granting institutions. At least half of degree-seeking undergraduates live on campus.

* FTE: Full-time equivalent enrollment was calculated as full-time plus one-third part-time.

** On campus is defined as institutionally-owned, -controlled, or -affiliated housing.

Classifications are time-specific snapshots of institutional attributes and behavior based on data from 2003 and 2004. Institutions might be classified differently using a different timeframe.

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51 Vista Lane, Stanford, CA 94305, 650-566-5100 | Map and directions
Origin of Undergraduates, Fall 2005

Funding and Performance – 6-Yr Graduation Rate

80th Pctile = dotted line
Avg = solid line

Funding and Performance – BAs/FTE Undergraduates

80th Percentile = dotted line
Avg = solid line

Funding and Performance – Overall Index with Both 6-Yr Grad Rate and BAs/FTE Measures

Methodology

Replication of selected statistical analyses in
“A New Look at the Institutional Component of Higher Education Finance:
A Guide for Evaluating Performance Relative to Financial Resources,”
that was prepared by
Patrick J. Kelly and Dennis P. Jones
of the
National Center for Higher Education Management Systems (NCHEMS)
December 2005

Purpose of the Analysis

The purpose of this analysis was to replicate part of the NCHEMS study that pertained to Public Baccalaureate and Master’s Institutions by using data for the UNC. Specifically, Figures 14-16 in the NCHEMS study, beginning on page 18, have been prepared for the UNC rather than for public baccalaureate and master’s sectors. Data used in this analysis were obtained from multiple General Administration (GA) sources as identified in the accompanying table. The charts were prepared according to the methodology reported in the NCHEMS study, also shown in the accompanying table. The point of the NCEMS study was to relate the performance of state higher education systems and the public sectors within them to levels of funding. This analysis also relates performance to funding, but the unit of analysis is the UNC institution.

Following the NCHEMS methodology, the measures of performance are:

- Total Baccalaureate Awards per 100 FTE Undergraduates
- Six-Year Graduation Rates

Also following the NCHEMS methodology, the measure of funding is the sum of state appropriations and tuition and fees per Full-Time Equivalent (FTE) student, shown in the General Administration source document as “per capita.” These measures of performance and funding are related in the charts and table as shown. A review and understanding of the NCHEMS study is recommended.

Limitations of the Analysis

Kelly and Jones state that the lack of available performance measures serves as a limitation to their study, particularly for public baccalaureate and master’s and two-year sectors (p. 5). That limitation carries into this analysis. The authors also state that “it is common practice across the U.S. to benchmark individual institutions based on numerous measures of performance and funding. Though it is beyond the scope of this study, the analyses described throughout also can be applied at the institution level. The primary objectives of this study are to address the overall funding of state higher education systems and public sectors within states and their performance given these resources. Only after state policymakers understand funding for the sectors, and their performance relative to funding, should they begin to address disparities in funding across institutions within a sector” (p. 4). The analysis reported here extends the scope of the NCHEMS study to the institution level within the UNC.

Findings

Within the UNC, relative to their resources, ASU, UNCC, and UNCW stand out as having the best six-year graduation rates, exceeding the 80th percentile for UNC institutions (Figure 1). Further, given their resources, ASU, UNCC, UNCW, and WCU produce the most bachelors degrees relative to their undergraduate student populations, also exceeding the 80th percentile (Figure 2). Another way to interpret Figures 1 and 2 is to look at those institutions in the upper left quadrant as providing the most payoff for the funding they receive. Figure 3 summarizes these two performance measures differently to relate performance to funding, and ASU and UNCW stand out as the most productive among UNC institutions.

One conclusion to be drawn is that a few UNC institutions stand apart from the others in terms of doing an understanding job at graduating undergraduates for the funding they receive. Those institutions that appear above the 80th percentile in the scatter plots or at the top of the bar chart clearly distinguish themselves in their performance. These institutions serve as models for efficiency, for getting more from less.
Examples of Sources for Identification of Needs and Priorities

National efforts
Commission on the Future of Higher Education
Rising Above Gathering Storm
College Learning for the New Global Economy

State efforts
State of North Carolina Workforce
Staying a Step Ahead: Higher Education Transforming North Carolina’s Economy

Campus efforts
Advisory Committees
Chancellors Listening Tours
Formation of BOV
Educational Needs Assessment for the Hickory-Lenoir-Morganton Metropolitan Statistical Area
Many departmental and program feedback mechanisms
Chancellor Peacock’s Listening Tours

Ashe County Listening Tour
Tuesday, May 2, 2006
Jefferson Landing

Wilkes County Listening Tour
Friday, February 23, 2007
Wilkes Community College

Ashe County Listening Tour
Tuesday, May 8, 2007
Jefferson Landing

Alleghany County Listing Tour
Friday, May 25, 2007
Blue Ridge Electric Offices (followed by stop at Wilkes Community College Satellite Campus)

Note: three other Listening Tours were planned for spring 2007, but had to be postponed due to scheduling conflicts with the Chancellor’s calendar. These three events will be rescheduled for Avery, Caldwell, and Catawba Counties.
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As of May 2007

Appalachian State University has approximately 40 Advisory Boards and Councils involving 750+ persons predominantly from North Carolina. Some of the Boards have existed for many years, even decades. Various prominent persons and state leaders comprise these Boards and provide considerable guidance at all levels of the university, from making detailed curricular decisions to setting broad strategic directions. Input from these Boards and Councils is vital to our serving students, as well as all citizens of North Carolina, in the best and most effective manner.
Appalachian State University
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May 1, 2007

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Charlotte, NC
Charlotte, NC
Tampa, FL
Trinity, NC
Smyrna, GA
Winston Salem, NC
Charlotte, NC
Charlotte, NC
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<td>Owner, CNJ Development Corporation</td>
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<td>Owner/CEO, MacNeil Homes</td>
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Boone, NC  
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Charlotte, NC  
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Charlotte, NC  
Greensboro, NC  
Lenoir, NC  
Charlotte, NC  
Greensboro, NC  
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Charlotte, NC  
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Hickory, NC
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Mr. Michael A. Steinback                Operating Partner, Stonebridge Partners
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Greensboro, NC
Blowing Rock, NC
Winston Salem, NC
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Charlotte, NC
Mooresville, NC
Blowing Rock, NC
Greensboro, NC
Marietta, GA
Charlotte, NC
Roswell, GA
Jupiter, FL
Waxhaw, NC
Alpharetta, GA
Boone, NC
Kernersville, NC
Winston Salem, NC
Duluth, GA
Raleigh, NC
Charlotte, NC
Charlotte, NC
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Charlotte, NC
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Ms. Gail Ford  K-5 Curriculum Specialist, Watauga County Schools
Ms. Ardease Greene  Title I Lead Teacher, Green Valley Elementary
Ms. Mary P. Hendrix  Title I Reading Teacher, Cooleemee Elementary
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Lenoir, NC
Winston-Salem, NC
Taylorsville, NC
Fuquay Varina, NC
Winston-Salem, NC
Shelby, NC
Denver, NC
Gastonia, NC
Kings Mtn., NC
Camden, SC
Boone, NC
Clemmons, NC
Boone, NC
Boone, NC

Morganton, NC
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Jefferson, NC
Wilkesboro, NC
Boone, NC
Wilkesboro, NC
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Asst. Supt., Avery County Schools  
Newland, NC

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Boone, NC

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K-2 Literacy, Title I Instructional Facilitator, Education Center  
Lenoir, NC

Mrs. Arne Wilson  
1st grade teacher, Hardin Park School  
Boone, NC

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Ashe Middle School  
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Table Rock Middle School  
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LES Professor  
Ms. Jennifer Hefner  
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Dr. Doris Jenkins  
Assoc. Dean, College of Education, Appalachian State University  
Boone, NC
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Location</th>
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<tbody>
<tr>
<td>Dr. Ken Jenkins</td>
<td>LES Professor, Appalachian State University</td>
<td>Boone, NC</td>
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<tr>
<td>Mr. Dan McGuire</td>
<td>Assistant Principal</td>
<td>Boone, NC</td>
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<tr>
<td>Dr. Suzanne Mellow-Irwin</td>
<td>MSA Professor</td>
<td>Boone, NC</td>
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<tr>
<td>Ms. Julie Morrow</td>
<td>Principal</td>
<td>Boone, NC</td>
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<tr>
<td>Dr. George Olson</td>
<td>LES Professor</td>
<td>Boone, NC</td>
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<tr>
<td>Dr. Linda O'Neal</td>
<td>MSA Professor</td>
<td>Boone, NC</td>
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<tr>
<td>Dr. Art Safer</td>
<td>Chairperson, Leadership &amp; Edu. Studies, Appalachian State University</td>
<td>Boone, NC</td>
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<tr>
<td>Mr. Bill Shipp</td>
<td>Asst. Executive Director, NCASA</td>
<td>Boone, NC</td>
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<tr>
<td>Dr. Bobbie Short</td>
<td>Superintendent, Watauga County Schools</td>
<td>Boone, NC</td>
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<tr>
<td>Dr. Joseph Sinclair</td>
<td>Exec. Dir., NW Reg., Edu. Svc. Alliance</td>
<td>Boone, NC</td>
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<tr>
<td>Ms. Mary Smallege</td>
<td>Principal, Hardin Park School</td>
<td>Sparta, NC</td>
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<tr>
<td>Dr. Tracy Smith</td>
<td>Mr. Joe Ward</td>
<td>Boone, NC</td>
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<tr>
<td>Dr. Stephen White</td>
<td>Sales Manager, Blue Ridge Electric, Operations</td>
<td>Wilkesboro, NC</td>
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<tr>
<td>Mr. Howard W. Wiseman, Jr.</td>
<td>MSA Professor, Appalachian State University</td>
<td>Boone, NC</td>
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<td></td>
<td>Executive V. President, First Citizens Bank</td>
<td>Wilkesboro, NC</td>
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</tbody>
</table>

**COE-Reich College of Education Advancement Council**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Location</th>
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<tbody>
<tr>
<td>Mrs. Patricia Beaver Anderson</td>
<td>Associate Superintendent, Caldwell County Schools, Retired</td>
<td>Hickory, NC</td>
</tr>
<tr>
<td>Mr. Ronald R. Beane</td>
<td>Dean Emeritus of Arts &amp; Sciences, Caldwell Community College, Retired</td>
<td>Lenoir, NC</td>
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<tr>
<td>Mrs. Eliza Frazier Bishop</td>
<td>Ophthalmologist, James D. Branch, M.D.</td>
<td>Lenoir, NC</td>
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<tr>
<td>Dr. J. David Branch</td>
<td>Superintendent, Albemarle City Schools, Retired</td>
<td>Lewisville, NC</td>
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<tr>
<td>Dr. William L. Brown Sr.</td>
<td>Principal, Winston Salem/Forsyth County Schools, Retired</td>
<td>Gastonia, NC</td>
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<tr>
<td>Mr. Chancel T. Brown</td>
<td>Dean, Appalachian State University</td>
<td>Winston Salem, NC</td>
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<tr>
<td>Dr. Charles R. Duke</td>
<td>Appalachian State University</td>
<td>Boone, NC</td>
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<tr>
<td>Mrs. Dolly Bandura Farrell</td>
<td>Vice President, Marketing, Blue Ridge Electric Membership Corp.</td>
<td>Boone, NC</td>
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<tr>
<td>Mrs. Beverly Cansler Hawkins</td>
<td>Retired President, Forsyth Technical Comm. College, Retired</td>
<td>Lenoir, NC</td>
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<td>Finney (69)</td>
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<td>Winston Salem, NC</td>
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<td>Dr. Bob Hamp Greene (57)</td>
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<td>Taylorsville, NC</td>
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<td>Mrs. Helen Beaty Heafner</td>
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<td>Fuquay Varina, NC</td>
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<td>Winston Salem, NC</td>
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<tr>
<td>Dr. Dave Jenkins (66)</td>
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<td>Shelby, NC</td>
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<tr>
<td>Mr. A. C. Larrimore Jr. (54)</td>
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<td>Denver, NC</td>
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<td>Mr. Todd E. Peeler (92)</td>
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<td>Gastonia, NC</td>
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<tr>
<td>Mrs. Cynthia Mullin Poe (76)</td>
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<td>Kings Mountain, NC</td>
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<td>Ms. Shannon Bigger Pracht (93)</td>
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<td>Camden, SC</td>
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<td>Mr. Huit Reep (58)</td>
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<td>Boone, NC</td>
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<tr>
<td>Mrs. Sandra Shonaker Shull</td>
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<td>Clemmons, NC</td>
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<tr>
<td>Mr. Robert E. Snead (55)</td>
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<tr>
<td>Mrs. Maria Polindexter Vernon</td>
<td>Vice Chancellor Emeritus for Development and Public Affairs, Appalachian State University, Retired</td>
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<tr>
<td>(99)</td>
<td>Speech-Language Pathologist, Winston-Salem Forsyth County Schools</td>
<td></td>
</tr>
</tbody>
</table>
FAA-Art Department Advisory Board

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Ms. Dian Magie
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Climax, NC
Hendersonville, NC
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Raleigh, NC
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Mr. Byron E. Falls (92)
Mr. James K. Flynn (77)
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DISCUSSION ITEMS
RETREAT - BOARD OF TRUSTEES
March 29, 2007
Bernhardt Room - Broyhill Inn

12:30 - 2 p.m.

1. State Ethics Presentation - Mr. Frank Perry of State Ethics Commission
   (see Attachment 1)

2 - 5 p.m.

   Chancellor’s Remarks

2. SGA Proposal for Town/Gown Committee - Forrest Gilliam
   (see Attachment 2)

3. Growth at Appalachian State - Stan Aeschleman (see Attachment 3)
   a. College Reorganization

4. Proposed Accountability Measures - Stan Aeschleman (see Attachment 4)

5. PACE Study - Greg Lovins (see Attachment 5)
   a. UNC System Space Utilization Study (see Attachment 6)
   b. OSP-UNC System (see Attachment 7)

6. UNC Tomorrow - Chancellor (see Attachment 8)

7. Board of Visitors - Beth Alexander (see Attachment 9)
DISCUSSION ITEMS
BOARD OF TRUSTEES RETREAT
December 7, 2006

1. Chancellor’s Comments

2. Space Utilization - Stan Aeschleman (see attachment 1)

3. Fee Proposal - Greg Lovins (see attachment 2)

4. Infectious Disease Pandemic Response Plan - Cindy Wallace (see attachment 3)

5. Town-County Access to New River - Lorin Baumhover/Dayton Cole
   (see attachment 4)

6. Town-County Cooperative Initiatives re: water/sewer - Lorin Baumhover/Dayton Cole (see attachment 5)

7. Off-Campus Programs - Stan Aeschleman

8. Real Estate Transactions - Lorin Baumhover (see attachment 6)

9. East/West Schools of Math and Science - Lorin Baumhover

10. PACE - Chancellor (see attachment 7)

11. Proposed revisions to Bylaws - Dayton Cole (see attachment 8)
DISCUSSION ITEMS
BOARD OF TRUSTEES RETREAT
September 21, 2006

1. Chancellor’s Comments
   (see Attachment 1)

   a. Dinner with Students
   b. PACE
   c. Appalachian Access

2. Strategic Planning Process - Stan Aeschleman
   (see Attachment 2)

3. Enrollment/Retention and Graduation - Bobby Sharp
   (see Attachment 3)

4. Equity Funding Models - Chancellor Peacock
   (see Attachment 4)

5. Federal and State Relations - Lorin Baumhover
   (see Attachment 5)

   a. Federal Agenda
   b. Board of Visitors
   c. State Budgetary and Non-Budgetary Priorities

6. Off-Campus Programs - Stan Aeschleman/Tim Burwell
   (see attachments provided in separate folder)

   a. Hickory
   b. Morganton
   c. Caldwell

7. Land Acquisition - Lorin Baumhover/Greg Lovins
   (see Attachment 6)

   a. Cash Property
   b. College of Education Site
   c. Hayes Street Property

8. Parking Fees for Parking Deck - Greg Lovins
   (see Attachment 7)
Board of Visitors

Charter

Article I - Organization and Duration.

1. The APPALACHIAN STATE UNIVERSITY BOARD OF VISITORS (“Board of Visitors”) is hereby created.

2. The Board of Visitors shall continue in existence at the pleasure of the Board of Trustees.

Article II - Purpose and Function.

1. The BOARD OF VISITORS shall be a service organization of Appalachian State University.

2. In this role, the Board of Visitors shall have the following functions:

   a. to assist the Board of Trustees and the Chancellor in maintaining and enhancing the quality and excellence of Appalachian State University;

   b. to advise and assist the Board of Trustees and the Chancellor in communicating the mission, programs, accomplishments and aspirations of Appalachian State University to the people of North Carolina;

   c. to advise and assist the Board of Trustees and the Chancellor on public policy matters that affect Appalachian State University;

   d. to advise and assist the Board of Trustees and the Chancellor with respect to developmental activities and needs of Appalachian State University.
Article III - Membership.

1. The BOARD OF VISITORS shall consist of no fewer than twelve (12) nor more than thirty (30) elected members plus the following ex-officio members who will serve with full voting and other participatory privileges: Chair, Board of Trustees; Chancellor; President of the Appalachian State University Alumni Association; President of the Appalachian State University Parents Association; and Chair of the Appalachian State University Foundation, Inc. Board of Directors.

2. There shall be but one qualification for membership in the Association - a willingness to help Appalachian State University fulfill its threefold mission of education, research and public service.

3. Members shall be elected to the Board of Visitors by the Board of Trustees (by such process as it may determine) on nomination by the Chancellor.

4. As terms expire, members shall be elected annually by the Board of Trustees. After the initial formation of the Board of Visitors with up to ten members having a one-year term, up to ten having a two-year term, and up to ten having a three-year term, each subsequently elected member will serve a three-year term ending June 30th of the appropriate year following the year of election. Any person who has served a partial or full term is immediately eligible for re-election to another consecutive three-year term. Any person who has served two consecutive terms of any length shall be ineligible for re-election for a period of one year. Any vacancy that occurs in the membership shall be filled for the balance of the unexpired term in the manner specified in paragraph 3 of this Article.

5. Members of Board of Visitors may be removed, and vacancies in membership may be declared, by the Board of Trustees for any cause determined by the Board of Trustees at its discretion.

Article IV - Officers.

1. There shall be a Chair, a Vice Chair, and a Secretary of the Board of Visitors.

2. The initial slate of officers shall be elected by the Board of Trustees. Thereafter, the Board of Visitors shall conduct regular elections of officers at its spring meeting, subject to final approval by the Board of Trustees.

3. Each officer elected in a regular election shall serve until June 30 of the second year following that officer’s election, or until a successor is elected. Any person elected to fill a vacancy for a partial term of less than one year is eligible for re-election to another consecutive full term. Any person who has served more than three consecutive years shall be ineligible for re-election for a period of one year. Any vacancy in an office shall be filled for the balance of the unexpired term through a special election.
Article V - Meetings.

1. Meetings of the Board of Visitors shall be called by its Chair in consultation with the Chancellor.

2. Such meetings may be held at any time and place specified in the call of the meeting.

3. Members of the Board of Trustees, and the Vice Chancellors may attend and participate in all meetings of the Association.

4. Unless provided otherwise by this Charter or rules adopted by the Board of Visitors, meetings shall be conducted in accordance with the latest available edition of Robert's Rules of Order.

Article VI – Amendments.

1. This Charter may be amended at any time by action of the Board of Trustees.

2. Amendments may be made by such Board on its own initiative or in response to suggestions made by the Chancellor or by the Board of Visitors.

Adopted by action of the Board of Trustees of Appalachian State University in Boone, North Carolina this 30th day of March, 2007.

JAMES M. DEAL, JR.
CHAIRMAN

ATTEST:

Kathy B. Roark
Assistant Secretary
Nominee: **J. Cantey Alexander, III**  
Regional President for the Triad Region  
BB & T  
Winston-Salem

ASU Affiliation: Alum-1986 Walker College of Business

Notes:  
- Forsyth County  
- Member of WCOB Advisory Council

Nominee: **Jimmy Barnes**  
President  
Carolantic Realty, Inc.  
Raleigh

ASU Affiliation: Alum - 1984 Walker College of Business

Notes:  
- Wake County

Nominee: **Kirsten Bowden**  
Public Affairs Office  
Duke Energy  
Charlotte

ASU Affiliation: Alum – 2001 College of Fine & Applied Arts; 2005 Cratis D. Williams Graduate School

Notes:  
- Mecklenberg County  
- Former Student Ambassador; ran track at Appalachian

Nominee: **Hunt Broyhill**  
Chief Executive  
Broyhill Asset Management, LLC  
Lenoir

ASU Affiliation: Friend

Notes:  
- Catawba County  
- Broyhill Family Legacy
Nominee: **Margaret “Pinky” Hayden Carpenter**
Blowing Rock

ASU Affiliation: Alum – 1961 Reich College of Education

Notes:
- Watauga County
- Member, Belk Library Advisory Board; Former member, NC House of Representatives

Nominee: **Damien Carper**
Director, Marketing & Public Relations
Domino’s Pizza
Charlotte

ASU Affiliation: Alum – 1997 College of Fine & Applied Arts

Notes:
- Mecklenberg County
- Chairperson, Alumni Council; ex-officio, Board of Trustees; member, Communications Advisory Council

Nominee: **Bob Christy**
Clerk of Superior Court, Buncombe County
Asheville

ASU Affiliation: Alum – 1976 College of Arts & Sciences

Notes:
- Buncombe County

Nominee: **Robert Fox Jr.**
President and Chief Credit Officer
New Dominion Bank
Charlotte

ASU Affiliation: Alum – 1971 Walker College of Business

Notes:
- Mecklenberg County
- Former chairperson and current member, Board of Trustees; member, Appalachian State University Foundation Board; member, Athletic Campaign Leadership Committee
Nominee: **Martha Guy**  
Retired President/Owner, Avery County Bank  
Newland

ASU Affiliation: Friend

Notes:
- Avery County
- Major Donor-Martha Guy Summer Institute
- Honorary Degree Recipient

Nominee: **Jim Harrell**  
Member, NC House of Representatives  
Surry

ASU Affiliation: Friend

Notes:
- Surry County

Nominee: **Estelle Lee**  
Wilmington, NC

ASU Affiliation: Friend

Notes:
- New Hanover County
- Former Secretary of the NC Department of Commerce; member, NC Community College System; former chairman/president, Lee Company; former member, UNC-Wilmington Board of Trustees

Nominee: **Steve Metcalf**  
Real Estate Broker  
Asheville

ASU Affiliation: Alum – 1973 College of Arts & Sciences

Notes:
- Buncombe County
- Former member, NC Senate; former Deputy Secretary of the NC Department of Transportation; member, Western Carolina University Board of Trustees
Nominee: **Morrison Walker Montgomery**  
Controller  
Intracoastal Realty Corporation  
Wilmington

ASU Affiliation: Alum – 1982 Walker College of Business

Notes:  
- New Hanover County  
- Former member, ASU Alumni Leadership Committee  
- Father was John Walker for whom the Walker College of Business is named

Nominee: **Charlie Murray**  
President  
Murray Supply Company  
Winston-Salem

ASU Affiliation: Alum – 1987 Walker College of Business

Notes:  
- Forsyth County  
- Member, Walker College of Business Advisory Council; former member, 
  Yosef Club Advisory Board; former member ASU Alumni Leadership 
  Committee; former member. Appalachian Fund Advisory Board

Nominee: **Steve Shipwash**  
Owner  
BLS, Inc.  
Garner

ASU Affiliation: Alum – 1987 Walker College of Business

Notes:  
- Johnston County

**Totals:**

**Counties Represented**

Avery, Buncombe, Catawba, Forsyth, Johnston, Mecklenberg, New Hanover, Surry, Wake, Watauga

**Class of 2008:**  
Jimmy Barnes, Hunt Broyhill, Martha Guy, Jim Harrell, Estell Lee,

**Class of 2009:**  
J. Cantey Alexander, Margaret Carpenter, Bob Christy, Steve Metcalf, Steve Shipwash

**Class of 2010:**  
Kirsten Bowden, Damien Carper, Robert Fox Jr., Morrison Montgomery, Charlie Murray
<table>
<thead>
<tr>
<th>Source</th>
<th>Need</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple national, state, campus reports (Spellings Commission; Pappas Report; State of NC Workforce; Gen Ed Task Force Assessments)</td>
<td>Review and revise general education requirements to incorporate and document the acquisition of abilities for the 21st century</td>
<td>Revising Gen Ed Curriculum focusing on generalizable skills; inquiry-based model; strong assessment component; continual evolution</td>
</tr>
<tr>
<td>Multiple national and state reports (Pappas Report; State of NC Workforce); CEO of Appalachian Regional Healthcare Center; BOT</td>
<td>Registered nurses; Nurse educators</td>
<td>Established ADN-BSN completion program; Planning for a prelicensure BSN and MSN nurse educator programs</td>
</tr>
<tr>
<td>Educational Needs Assessment of Unifour; SBTDC Hickory Metro Area Overview</td>
<td>Baccalaureate and masters level educational programs</td>
<td>Partner with the managing board of the HMHEC to enhance the educational attainment and economic development of the region by offering programming in targeted areas as needed and requested by the community</td>
</tr>
<tr>
<td>Advantage West, Future Forward Economic Alliance; Chancellor Listening Tours; Economic Development in Watauga County</td>
<td>Training programs in entrepreneurship</td>
<td>Established the Appalachian Enterprise Center and the Center for Entrepreneurship, which are engaged in a variety of on- and off-campus initiatives</td>
</tr>
<tr>
<td>NC Wine and Grape Council; Chancellor Listening Tours</td>
<td>Improve quality and brand of NC wines</td>
<td>Establish WISELAB to conduct research to enhance the quality of NC wine, grape, and natural products by understanding commercial chemical and organoleptic components</td>
</tr>
<tr>
<td>DPI, Watauga County Schools Superintendent</td>
<td>College readiness programs; drop out prevention programs</td>
<td>College Awareness and Public School Partnership Programs</td>
</tr>
<tr>
<td>Multiple international, national, and state reports; Chancellor Listening Tours; Blue Ridge Rural Land Trust</td>
<td>Protect our region's natural resources; establish affordable sustainable energy alternatives</td>
<td>Establishing Research Institute for Environment, Energy, and Economics; creating new program in Sustainable Development</td>
</tr>
</tbody>
</table>

Examples of Responses to Needs Assessments
Strategic Planning

Updated April 2007

The next meeting of the Strategic Planning Commission will be April 26, 2007 from 9:00am-noon followed by lunch. Meeting will be in the Student Union in the Attic Window room of the Grandfather Mountain Ballroom.

About Planning
Planning Advisory Council
Strategic Planning Commission
Appalachian’s Mission
UNC’s Draft Accountability Plan
Planning Process of 2008 Strategic Plan
Appalachian’s 1998 Strategic Plan
Appalachian’s Peer Institutions’ Strategic Plans
References
Internal access page for Strategic Planning Commission members
Presentations to the Board of Trustees (2007)
Strategic Planning

References
Updated January 2007

These links connect to documents, organizations, and information clearinghouses that provide a context within which Appalachian engages in strategic and tactical planning. Although not exhaustive, these references (a) provide a common language for the campus community to use in conversations about the university's present and future and (b) serve as key sources of information to guide the university's planning efforts at both macro and micro levels.

Archives:
Planing manual, 1999-2000
Strategic Planning Commission's historical records

General Resources:
Higher Education Resource Hub
Inside Higher Ed
NC State University Planning & Analysis
Good to Great by Jim Collins

National Discussions:
A National Dialogue: The Secretary of Education's Commission on the Future of Higher Education
Rising Above The Gathering Storm: Energizing and Empoying America for a Brighter Economic Future
Answers in the Toolbox
The Toolbox Revisited
Lumina Foundation
John Merrowl
The 1998 Boyer Report on Undergraduate Education
The National Center for Public Policy and Higher Education (site of “Measuring Up” report cards)

Professional Organizations:
Association of American Colleges and Universities
American Association of State Colleges and Universities
National Association of State Universities and Land-Grant Colleges
The Carnegie Foundation for the Advancement of
Teaching
American Association of University Professors
American Council on Education
State Higher Education Executive Officers
Society for College and University Planning
Southern Association of Colleges and Schools (SACS)
Institute for Higher Education Policy
National Education Association

UNC References:
President Bowles’ Inaugural Address, April 2006
UNC Long-Range Planning web site
PACE web site (UNC President’s Advisory Committee on Efficiency and Effectiveness)
Pappas presentation to Board of Governors, Aug. 2006
UNC Standards of Shared Governance
Strategic Planning
Open Forum

October 6, 2006

Profile of the University
### UNC Headcount Enrollment, Fall 2005

<table>
<thead>
<tr>
<th>Institution</th>
<th>Headcount</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>N.C. State</td>
<td>30,148</td>
<td>15.8%</td>
</tr>
<tr>
<td>UNC-Chapel Hill</td>
<td>23,139</td>
<td>12.2%</td>
</tr>
<tr>
<td>East Carolina</td>
<td>21,383</td>
<td>11.2%</td>
</tr>
<tr>
<td>N.C. A &amp; T</td>
<td>11,103</td>
<td>5.8%</td>
</tr>
<tr>
<td>UNC-Charlotte</td>
<td>20,772</td>
<td>10.9%</td>
</tr>
<tr>
<td>UNC-Greensboro</td>
<td>16,147</td>
<td>8.5%</td>
</tr>
<tr>
<td>Appalachian</td>
<td>14,653</td>
<td>7.7%</td>
</tr>
<tr>
<td>Fayetteville</td>
<td>6,072</td>
<td>3.2%</td>
</tr>
<tr>
<td>N.C. Central</td>
<td>8,219</td>
<td>4.3%</td>
</tr>
<tr>
<td>UNC-Pembroke</td>
<td>5,632</td>
<td>3.0%</td>
</tr>
<tr>
<td>UNC-Wilmington</td>
<td>11,839</td>
<td>6.2%</td>
</tr>
<tr>
<td>Western Carolina</td>
<td>8,665</td>
<td>4.6%</td>
</tr>
<tr>
<td>Elizabeth City</td>
<td>2,664</td>
<td>1.4%</td>
</tr>
<tr>
<td>Winston-Salem</td>
<td>5,366</td>
<td>2.9%</td>
</tr>
<tr>
<td>UNC-Asheville</td>
<td>3,499</td>
<td>1.8%</td>
</tr>
<tr>
<td>N.C. School of the Arts</td>
<td>829</td>
<td>0.4%</td>
</tr>
<tr>
<td>Total</td>
<td>100,330</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### U.S. Headcount Enrollment, Fall 2005

<table>
<thead>
<tr>
<th>Level of Student</th>
<th>ASU</th>
<th>Masters</th>
<th>Doc/Res-Int</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Average</td>
<td>Average</td>
<td>Average</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>12,986</td>
<td>8,040</td>
<td>11,491</td>
</tr>
<tr>
<td>Graduate</td>
<td>1,667</td>
<td>1,534</td>
<td>3,006</td>
</tr>
<tr>
<td>First Professional</td>
<td>0</td>
<td>450</td>
<td>737</td>
</tr>
<tr>
<td>Total</td>
<td>14,653</td>
<td>9,565</td>
<td>14,628</td>
</tr>
</tbody>
</table>
### ASU Headcount Enrollment Growth

#### Actual and Projected Headcount
Scenario: DE Maxed at 1,850 in 2015

![Graph showing enrollment growth from 2002 to 2015](image)

### Headcount Enrollment, Past and Future

<table>
<thead>
<tr>
<th></th>
<th>1985*</th>
<th>1995*</th>
<th>2006*</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Enrollment</strong></td>
<td>10,140</td>
<td>12,457</td>
<td>15,117</td>
<td>17,108</td>
</tr>
<tr>
<td><strong>On-Campus</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>9,008</td>
<td>10,983</td>
<td>13,017</td>
<td>14,404</td>
</tr>
<tr>
<td>Graduate</td>
<td>752</td>
<td>1,037</td>
<td>855</td>
<td>854</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>9,760</td>
<td>12,020</td>
<td>13,872</td>
<td>15,258</td>
</tr>
<tr>
<td><strong>Off-Campus</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>171</td>
<td>318</td>
<td>445</td>
<td>925</td>
</tr>
<tr>
<td>Graduate</td>
<td>273</td>
<td>176</td>
<td>870</td>
<td>925</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>444</td>
<td>494</td>
<td>1,315</td>
<td>1,850</td>
</tr>
<tr>
<td><strong>Total New Freshmen</strong></td>
<td>2,094</td>
<td>2,206</td>
<td>2,716</td>
<td>3,025</td>
</tr>
</tbody>
</table>

*Totals do not equal sum of on-campus and off-campus due to dual registrations.
Origin of Undergraduates, Fall 2005

UNC Quality Measures

<table>
<thead>
<tr>
<th>Institution</th>
<th>Mean SAT</th>
<th>First-Year Retention Rate</th>
<th>Five-Year Graduation Rate</th>
<th>Six-Year Graduation Rate</th>
<th>Graduation &amp; Retention</th>
<th>U.S. News Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNC Chapel Hill</td>
<td>1290</td>
<td>96.1</td>
<td>82.4</td>
<td>55.7</td>
<td>27</td>
<td>National</td>
</tr>
<tr>
<td>NC State</td>
<td>1183</td>
<td>88.7</td>
<td>64.9</td>
<td>50.5</td>
<td>78</td>
<td>National</td>
</tr>
<tr>
<td>Appalachian</td>
<td>1131</td>
<td>85.6</td>
<td>57.6</td>
<td>64.9</td>
<td>13</td>
<td>National</td>
</tr>
<tr>
<td>UNC Wilmington</td>
<td>1124</td>
<td>82.2</td>
<td>61.3</td>
<td>63.5</td>
<td>21</td>
<td>National</td>
</tr>
<tr>
<td>East Carolina</td>
<td>1042</td>
<td>75.9</td>
<td>50.5</td>
<td>54.5</td>
<td>3rd Tier</td>
<td>National</td>
</tr>
<tr>
<td>UNC Asheville</td>
<td>1184</td>
<td>76.4</td>
<td>49.7</td>
<td>53.1</td>
<td>27</td>
<td>3rd Tier</td>
</tr>
<tr>
<td>UNC Greensboro</td>
<td>1051</td>
<td>77.4</td>
<td>48.3</td>
<td>51.0</td>
<td>3rd Tier</td>
<td>3rd Tier</td>
</tr>
<tr>
<td>Elizabeth City</td>
<td>849</td>
<td>74.7</td>
<td>46.1</td>
<td>49.1</td>
<td>36</td>
<td>3rd Tier</td>
</tr>
<tr>
<td>UNC Charlotte</td>
<td>1082</td>
<td>78.7</td>
<td>44.4</td>
<td>48.7</td>
<td>27</td>
<td>3rd Tier</td>
</tr>
<tr>
<td>Winston-Salem State</td>
<td>900</td>
<td>75.3</td>
<td>37.0</td>
<td>47.9</td>
<td>35</td>
<td>3rd Tier</td>
</tr>
<tr>
<td>Western Carolina</td>
<td>1027</td>
<td>70.9</td>
<td>44.4</td>
<td>47.3</td>
<td>49</td>
<td>3rd Tier</td>
</tr>
<tr>
<td>NC Central</td>
<td>861</td>
<td>79.9</td>
<td>44.0</td>
<td>44.9</td>
<td>3rd Tier</td>
<td>3rd Tier</td>
</tr>
<tr>
<td>Fayetteville State</td>
<td>847</td>
<td>75.4</td>
<td>31.8</td>
<td>43.2</td>
<td>4th Tier</td>
<td>3rd Tier</td>
</tr>
<tr>
<td>NC A&amp;T</td>
<td>893</td>
<td>72.5</td>
<td>34.7</td>
<td>30.5</td>
<td>3rd Tier</td>
<td>3rd Tier</td>
</tr>
<tr>
<td>UNC Pembroke</td>
<td>938</td>
<td>72.3</td>
<td>34.0</td>
<td>34.9</td>
<td>3rd Tier</td>
<td>3rd Tier</td>
</tr>
</tbody>
</table>

ASIS Difference from Median

<table>
<thead>
<tr>
<th>ASIS Difference from Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>89</td>
</tr>
<tr>
<td>99</td>
</tr>
<tr>
<td>11.5</td>
</tr>
<tr>
<td>14.9</td>
</tr>
</tbody>
</table>
### U.S. Quality Measures

<table>
<thead>
<tr>
<th>Quality Measure</th>
<th>ASU</th>
<th>Masters I Average</th>
<th>Doc/Res-Int Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st yr retention rate</td>
<td>86%</td>
<td>72%</td>
<td>72%</td>
</tr>
<tr>
<td>4-yr graduation rate</td>
<td>30%</td>
<td>18%</td>
<td>20%</td>
</tr>
<tr>
<td>5-yr graduation rate</td>
<td>55%</td>
<td>35%</td>
<td>38%</td>
</tr>
<tr>
<td>6-yr graduation rate</td>
<td>60%</td>
<td>41%</td>
<td>44%</td>
</tr>
<tr>
<td>75 percentile SATV</td>
<td>610</td>
<td>556</td>
<td>589</td>
</tr>
<tr>
<td>75 percentile SATM</td>
<td>610</td>
<td>563</td>
<td>596</td>
</tr>
</tbody>
</table>

### Carnegie Classifications of ASU’s Peers

<table>
<thead>
<tr>
<th>Buzzing Green State University-Adams Campus</th>
<th>Masters (LP)</th>
<th>Prof &amp; AS/SGC</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>National</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appalachian State University</td>
<td>Masters (LP)</td>
<td>Prof &amp; AS/SGC</td>
<td>Undergraduate</td>
<td>Graduate</td>
<td>National</td>
<td>Setting</td>
</tr>
<tr>
<td>California State University-Channel Islands</td>
<td>Masters (LP)</td>
<td>AS/SGC</td>
<td>Undergraduate</td>
<td>Graduate</td>
<td>National</td>
<td>Setting</td>
</tr>
<tr>
<td>California State University-Fresno</td>
<td>Masters (LP)</td>
<td>AS/SGC</td>
<td>Undergraduate</td>
<td>Graduate</td>
<td>National</td>
<td>Setting</td>
</tr>
<tr>
<td>College of Charleston</td>
<td>Masters (LP)</td>
<td>AS/SGC</td>
<td>Undergraduate</td>
<td>Graduate</td>
<td>National</td>
<td>Setting</td>
</tr>
<tr>
<td>Emory-Baylor University</td>
<td>Masters (LP)</td>
<td>AS/SGC</td>
<td>Undergraduate</td>
<td>Graduate</td>
<td>National</td>
<td>Setting</td>
</tr>
<tr>
<td>Georgia Tech University</td>
<td>Masters (LP)</td>
<td>AS/SGC</td>
<td>Undergraduate</td>
<td>Graduate</td>
<td>National</td>
<td>Setting</td>
</tr>
<tr>
<td>Georgia Southern University</td>
<td>Masters (LP)</td>
<td>AS/SGC</td>
<td>Undergraduate</td>
<td>Graduate</td>
<td>National</td>
<td>Setting</td>
</tr>
<tr>
<td>St. John’s University</td>
<td>Masters (LP)</td>
<td>AS/SGC</td>
<td>Undergraduate</td>
<td>Graduate</td>
<td>National</td>
<td>Setting</td>
</tr>
<tr>
<td>St. Thomas University</td>
<td>Masters (LP)</td>
<td>AS/SGC</td>
<td>Undergraduate</td>
<td>Graduate</td>
<td>National</td>
<td>Setting</td>
</tr>
<tr>
<td>Syracuse University</td>
<td>Masters (LP)</td>
<td>AS/SGC</td>
<td>Undergraduate</td>
<td>Graduate</td>
<td>National</td>
<td>Setting</td>
</tr>
<tr>
<td>University of Northern Iowa</td>
<td>Masters (LP)</td>
<td>AS/SGC</td>
<td>Undergraduate</td>
<td>Graduate</td>
<td>National</td>
<td>Setting</td>
</tr>
<tr>
<td>University of Wisconsin-La Crosse</td>
<td>Masters (LP)</td>
<td>AS/SGC</td>
<td>Undergraduate</td>
<td>Graduate</td>
<td>National</td>
<td>Setting</td>
</tr>
<tr>
<td>University of Wisconsin-Madison</td>
<td>Masters (LP)</td>
<td>AS/SGC</td>
<td>Undergraduate</td>
<td>Graduate</td>
<td>National</td>
<td>Setting</td>
</tr>
<tr>
<td>West Chester University of Pennsylvania</td>
<td>Masters (LP)</td>
<td>AS/SGC</td>
<td>Undergraduate</td>
<td>Graduate</td>
<td>National</td>
<td>Setting</td>
</tr>
<tr>
<td>Western Illinois University</td>
<td>Masters (LP)</td>
<td>AS/SGC</td>
<td>Undergraduate</td>
<td>Graduate</td>
<td>National</td>
<td>Setting</td>
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</table>

Source: [http://www.carnegiedistrict.org](http://www.carnegiedistrict.org)
## Peer Comparisons, Sorted by SAT

<table>
<thead>
<tr>
<th>University</th>
<th>State</th>
<th>Rank</th>
<th>Int Yr Retention Rate</th>
<th>3 Yr Grad Rate</th>
<th>5 Yr Grad Rate</th>
<th>Median SAT</th>
<th>Pet UI</th>
<th>Inst Exp</th>
<th>FTE</th>
<th>Carnegie Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miami University - Oxford</td>
<td>OH</td>
<td>1841</td>
<td>90.0%</td>
<td>63.7%</td>
<td>78.4%</td>
<td>60.1%</td>
<td>2,220</td>
<td>18.5%</td>
<td>7.6%</td>
<td>Research High</td>
</tr>
</tbody>
</table>
| College of Charleston             | SC    | 9,311| 82.0%                  | 42.8%          | 77.2%          | 1,305      | 18.4% | 7.7%     | 5.7% | Master's Med |}
| James Madison University          | VA    | 14,927| 91.0%                  | 61.8%          | 86.8%          | 80.0%      | 1,385 | 9.9%     | 5.0% | Master's Large |
| University of Wisconsin - Eau Claire| WI   | 7,505| 60.7%                  | 25.8%          | 42.3%          | 61.0%      | 1,215 | 20.0%    | 2.9% | Master's Large |
| Appalachian State University       | NC    | 12,497| 84.8%                  | 25.4%          | 65.3%          | 60.3%      | 1,215 | 19.3%    | 2.2% | Master's Large |
| Western Washington University     | WA    | 12,072| 83.0%                  | 26.6%          | 68.9%          | 65.6%      | 1,275 | 22.3%    | 2.4% | Master's Large |
| George Mason University            | VA    | 14,612| 81.0%                  | 26.5%          | 63.2%          | 63.7%      | 1,405 | 19.0%    | 15.1%| Research High |
| Foirea University                  | MD    | 12,022| 83.0%                  | 23.8%          | 63.5%          | 60.7%      | 1,260 | 15.9%    | 12.0%| Master's Large |
| West Chester University - New York| PA    | 9,819 | 65.0%                  | 31.1%          | 55.2%          | 79.2%      | 1,065 | 18.4%    | 10.9%| Master's Large |
| Georgia Southern University        | GA    | 17,124| 75.8%                  | 21.6%          | 27.3%          | 27.3%      | 1,675 | 21.5%    | 22.4%| Doctoral/Research |
| University of Northern Iowa        | IA    | 10,647| 81.3%                  | 29.3%          | 62.5%          | 64.3%      | 1,635 | 20.9%    | 4.9% | Master's Large |
| California State University - Chico | CA  | 13,137| 82.0%                  | 42.3%          | 61.9%          | 51.9%      | 1,055 | 19.3%    | 13.3%| Master's Large |
| University of Wisconsin - Madison  | WI    | 6,965 | 75.0%                  | 31.9%          | 43.2%          | 22.2%      | 2,005 | 20.9%    | 7.3% | Master's Large |
| Bowling Green State University - Main Campus| OH | 15,755| 74.5%                  | 28.2%          | 57.7%          | 53.4%      | 1,995 | 24.2%    | 9.9% | Research High |
| Sam Houston State University       | TX    | 17,020| 63.0%                  | 15.5%          | 47.4%          | 48.5%      | 1,800 | 28.2%    | 26.6%| Master's Large |
| Western Illinois University       | IL    | 8,123 | 77.0%                  | 21.8%          | 50.6%          | 51.3%      | 1,825 | 28.8%    | 10.8%| Research University |
| Northeastern Illinois University   | IL    | 9,280 | 76.3%                  | 24.5%          | 51.0%          | 62.2%      | 2,000 | 23.1%    | 8.8% | Master's Large |
| Eastern Illinois University        | IL    | 9,281 | 76.0%                  | 31.4%          | 57.6%          | 62.2%      | 2,000 | 23.1%    | 8.8% | Master's Large |
| California State University - Fresno| CA  | 15,001| 84.9%                  | 37.5%          | 45.5%          | 43.8%      | 2,000 | 41.8%    | 24.5%| Master's Large |
| Median                            |       |      |                        |                |                |           |       |          |     |                |
| ASU Difference from Median        |       |      | 18.0%                  | 28.1%          | 54.5%          | 57.5%      | 100   | 22.8%    | 9.7% | Master's Large |

## Full-Time Faculty by Rank and Gender, 2005

<table>
<thead>
<tr>
<th>Rank</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
<th>UNC Pet Rank</th>
<th>UNC Pet Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>166</td>
<td>67</td>
<td>233</td>
<td>33%</td>
<td>27%</td>
</tr>
<tr>
<td>Associate</td>
<td>91</td>
<td>78</td>
<td>169</td>
<td>24%</td>
<td>24%</td>
</tr>
<tr>
<td>Assistant</td>
<td>101</td>
<td>98</td>
<td>199</td>
<td>28%</td>
<td>25%</td>
</tr>
<tr>
<td>Instructor</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Other</td>
<td>43</td>
<td>55</td>
<td>98</td>
<td>14%</td>
<td>22%</td>
</tr>
<tr>
<td>Total</td>
<td>405</td>
<td>298</td>
<td>703</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Total Faculty by Gender and Race, 2005

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>501</td>
<td>427</td>
<td>928</td>
<td>93.0%</td>
</tr>
<tr>
<td>Black</td>
<td>14</td>
<td>9</td>
<td>23</td>
<td>2.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>16</td>
<td>7</td>
<td>23</td>
<td>2.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>5</td>
<td>8</td>
<td>13</td>
<td>1.3%</td>
</tr>
<tr>
<td>Other</td>
<td>9</td>
<td>2</td>
<td>11</td>
<td>1.1%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>545</td>
<td>453</td>
<td>998</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Faculty Teaching Load (All Regular Faculty Average)

<table>
<thead>
<tr>
<th></th>
<th>Average Course Load</th>
<th>Carnegie Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCSU</td>
<td>2.6</td>
<td>2.5</td>
</tr>
<tr>
<td>UNCC</td>
<td>2.1</td>
<td>2.5</td>
</tr>
<tr>
<td>ECU</td>
<td>3.8</td>
<td>3.1</td>
</tr>
<tr>
<td>NCAT</td>
<td>3.9</td>
<td>3.1</td>
</tr>
<tr>
<td>UNCC</td>
<td>3.3</td>
<td>3.1</td>
</tr>
<tr>
<td>UNCG</td>
<td>3.1</td>
<td>3.1</td>
</tr>
<tr>
<td>ABU</td>
<td>3.1</td>
<td>4.0</td>
</tr>
<tr>
<td>FSU</td>
<td>3.5</td>
<td>4.0</td>
</tr>
<tr>
<td>NCCU</td>
<td>4.2</td>
<td>4.0</td>
</tr>
<tr>
<td>UNCP</td>
<td>3.9</td>
<td>4.0</td>
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<tr>
<td>UNCW</td>
<td>2.9</td>
<td>4.0</td>
</tr>
<tr>
<td>WCU</td>
<td>4.1</td>
<td>4.0</td>
</tr>
<tr>
<td>ECU</td>
<td>4.5</td>
<td>4.3</td>
</tr>
<tr>
<td>WSSU</td>
<td>3.6</td>
<td>4.3</td>
</tr>
<tr>
<td>UNCA</td>
<td>3.5</td>
<td>4.3</td>
</tr>
</tbody>
</table>
Total Staff by Gender and Race, 2005

<table>
<thead>
<tr>
<th>Race and Gender--All Staff (EPA, Nonfaculty and SPA)</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>640</td>
<td>855</td>
<td>1,495</td>
<td>95.5%</td>
</tr>
<tr>
<td>Black</td>
<td>17</td>
<td>28</td>
<td>45</td>
<td>2.9%</td>
</tr>
<tr>
<td>Asian</td>
<td>2</td>
<td>6</td>
<td>8</td>
<td>0.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>5</td>
<td>4</td>
<td>9</td>
<td>0.6%</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>0.6%</td>
</tr>
<tr>
<td>Total</td>
<td>667</td>
<td>899</td>
<td>1,566</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Degrees Awarded by College

1995-1996

2005-2006
Student Credit Hours by College

Ten Departments with Most UG Degrees, 2005-06

- Communication
- Curriculum and Instruction
- Health, Leisure, and Exercise Science
- Management
- Technology
- Political Science/Criminal Justice
- Psychology
- Marketing
- Sociology and Social Work
- Finance, Banking, and Insurance
Ten Departments with Most Grad Degrees, 2005-06

- Leadership and Educational Studies
- Language, Reading, and Exceptionalities
- Curriculum and Instruction
- Human Development and Psychological Counseling
- Accounting
- Psychology
- Political Science/Criminal Justice
- Appalachian Studies
- Music
- English

Ten UG Programs with Most Degrees, 2005-06

- Elementary Education, BS
- Psychology, BS and BA
- Management, BSBA
- Marketing, BSBA
- Finance and Banking, BSBA
- Criminal Justice, BSCJ
- Communication—Advertising, BS
- Political Science, BS and BA
- English, BA
- Accounting, BSBA
Ten Grad Programs with Most Degrees, 2005-06

- School Administration, MSA
- Library Science, MLS
- Middle Grades Education, MA
- Reading Education, MA
- Accounting, MS
- College Student Dev/Community Counseling, MA
- Communication Disorders, MA
- Instructional Technology Specialist, MA
- Educational Administration, EDS
- Public Administration, MPA

Resources
### UNC Funding Per Capita, 2005-06

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>Fees</td>
<td>B + C</td>
<td>Appropriations/Annual</td>
<td>D + E</td>
<td>F/D</td>
<td>Budgeted</td>
<td>FTE</td>
</tr>
<tr>
<td>N.C. State</td>
<td>3,295</td>
<td>1,074</td>
<td>4,379</td>
<td>11,181</td>
<td>15,460</td>
<td>27.68%</td>
<td>25,122</td>
</tr>
<tr>
<td>UNC-Chapel Hill</td>
<td>3,295</td>
<td>1,310</td>
<td>4,605</td>
<td>10,674</td>
<td>15,189</td>
<td>29.73%</td>
<td>19,839</td>
</tr>
<tr>
<td>East Carolina</td>
<td>2,335</td>
<td>1,335</td>
<td>3,670</td>
<td>7,844</td>
<td>11,314</td>
<td>30.67%</td>
<td>21,444</td>
</tr>
<tr>
<td>N.C. A&amp;T</td>
<td>1,769</td>
<td>1,279</td>
<td>3,048</td>
<td>7,919</td>
<td>10,987</td>
<td>27.79%</td>
<td>9,964</td>
</tr>
<tr>
<td>UNC-Charlotte</td>
<td>2,129</td>
<td>1,366</td>
<td>3,495</td>
<td>7,580</td>
<td>11,075</td>
<td>31.56%</td>
<td>16,873</td>
</tr>
<tr>
<td>UNC-Greensboro</td>
<td>2,926</td>
<td>1,388</td>
<td>4,314</td>
<td>8,430</td>
<td>11,846</td>
<td>28.84%</td>
<td>13,700</td>
</tr>
<tr>
<td>Appalachian</td>
<td>1,821</td>
<td>1,414</td>
<td>3,235</td>
<td>7,439</td>
<td>10,664</td>
<td>30.34%</td>
<td>13,416</td>
</tr>
<tr>
<td>Fayetteville</td>
<td>1,546</td>
<td>974</td>
<td>2,520</td>
<td>8,789</td>
<td>11,305</td>
<td>22.28%</td>
<td>4,956</td>
</tr>
<tr>
<td>N.C. Central</td>
<td>1,878</td>
<td>1,217</td>
<td>3,095</td>
<td>9,008</td>
<td>12,103</td>
<td>25.57%</td>
<td>6,727</td>
</tr>
<tr>
<td>UNC-Pembroke</td>
<td>1,689</td>
<td>1,290</td>
<td>2,979</td>
<td>9,300</td>
<td>12,279</td>
<td>24.26%</td>
<td>4,601</td>
</tr>
<tr>
<td>UNC-Wilmington</td>
<td>1,928</td>
<td>1,711</td>
<td>3,639</td>
<td>7,193</td>
<td>10,832</td>
<td>33.59%</td>
<td>10,555</td>
</tr>
<tr>
<td>Western Carolina</td>
<td>1,651</td>
<td>1,660</td>
<td>3,311</td>
<td>8,601</td>
<td>11,912</td>
<td>27.80%</td>
<td>7,655</td>
</tr>
<tr>
<td>Elizabeth City</td>
<td>1,399</td>
<td>1,094</td>
<td>2,493</td>
<td>12,560</td>
<td>15,053</td>
<td>16.56%</td>
<td>2,285</td>
</tr>
<tr>
<td>Winston-Salem</td>
<td>1,451</td>
<td>1,328</td>
<td>2,779</td>
<td>10,728</td>
<td>13,507</td>
<td>20.57%</td>
<td>4,649</td>
</tr>
<tr>
<td>UNC-Asheville</td>
<td>1,897</td>
<td>1,558</td>
<td>3,455</td>
<td>8,389</td>
<td>11,844</td>
<td>29.17%</td>
<td>3,249</td>
</tr>
<tr>
<td>N.C. School of the Arts</td>
<td>2,755</td>
<td>1,487</td>
<td>4,242</td>
<td>19,566</td>
<td>23,808</td>
<td>17.82%</td>
<td>1,080</td>
</tr>
</tbody>
</table>

### Cost Categories in Funding Formula

![Cost Categories in Funding Formula](image)

*Student teaching BCHs and is placed in Category III*
Budgeted Salaries, 2005-06

<table>
<thead>
<tr>
<th>Institution</th>
<th>Dollars</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NCSU</td>
<td>76,882</td>
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</tr>
<tr>
<td>UNCC</td>
<td>85,423</td>
<td></td>
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<tr>
<td>ECU</td>
<td>69,437</td>
<td></td>
</tr>
<tr>
<td>NCA&amp;T</td>
<td>64,020</td>
<td></td>
</tr>
<tr>
<td>UNCC</td>
<td>67,481</td>
<td></td>
</tr>
<tr>
<td>UNCG</td>
<td>70,460</td>
<td></td>
</tr>
<tr>
<td>ASU</td>
<td>65,322</td>
<td></td>
</tr>
<tr>
<td>FSU</td>
<td>62,361</td>
<td></td>
</tr>
<tr>
<td>NCCU</td>
<td>64,697</td>
<td></td>
</tr>
<tr>
<td>UNCP</td>
<td>63,797</td>
<td></td>
</tr>
<tr>
<td>UNCW</td>
<td>65,355</td>
<td></td>
</tr>
<tr>
<td>WCU</td>
<td>62,629</td>
<td></td>
</tr>
<tr>
<td>ECSU</td>
<td>58,422</td>
<td></td>
</tr>
<tr>
<td>WSSU</td>
<td>63,208</td>
<td></td>
</tr>
<tr>
<td>UNC-A</td>
<td>62,332</td>
<td></td>
</tr>
<tr>
<td>NCSA</td>
<td>58,388</td>
<td></td>
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</table>

External Funding – Grants and Contracts

<table>
<thead>
<tr>
<th>Institution</th>
<th>Dollars</th>
<th>Average per Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doc/Research Intensive:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>East Carolina</td>
<td>39,119,076</td>
<td>$27,433</td>
</tr>
<tr>
<td>N. C. A&amp;T</td>
<td>34,269,459</td>
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</tr>
<tr>
<td>UNC-Charlotte</td>
<td>24,058,470</td>
<td>$30,726</td>
</tr>
<tr>
<td>UNC-Greensboro</td>
<td>31,295,411</td>
<td>$49,675</td>
</tr>
<tr>
<td>Master's (Comprehensive):</td>
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<td></td>
</tr>
<tr>
<td>Appalachian</td>
<td>9,124,663</td>
<td>$15,132</td>
</tr>
<tr>
<td>Fayetteville</td>
<td>9,158,185</td>
<td>$44,776</td>
</tr>
<tr>
<td>N. C. Central</td>
<td>35,269,898</td>
<td>$128,617</td>
</tr>
<tr>
<td>UNC-Pembroke</td>
<td>8,365,560</td>
<td>$40,219</td>
</tr>
<tr>
<td>UNC-Wilmington</td>
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<td>Baccalaureate/Liberal Arts:</td>
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<td>UNC-Asheville</td>
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<td>Winston-Salem</td>
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External Funding – Grants and Contracts

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<th>1985</th>
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<tr>
<td>Funded Research (Millions)</td>
<td>$2.19</td>
<td>$4.90</td>
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<td>Per Faculty FTE</td>
<td>$4,314</td>
<td>$7,854</td>
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Funding and Performance – 6-Yr Graduation Rate
Funding and Performance – BAs/FTE Undergraduates

Funding and Performance – Overall Index with Both 6-Yr Grad Rate and BAs/FTE Measures
## Tuition and Fees, 2005-06

<table>
<thead>
<tr>
<th>School</th>
<th>In-State</th>
<th>Out-of-State</th>
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</thead>
<tbody>
<tr>
<td>Miami University, Ohio</td>
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<tr>
<td>Bowling Green State University</td>
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<td>California State University-Fresno</td>
<td>2,933</td>
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**Median:** 5,722  
**ASU Difference from Median:** 2,286
Recommendations from the Commission on the Future of Higher Education

- Access
- Affordability
- Culture of Accountability and Transparency
- Transform Programs and Institutions to Serve Needs of Knowledge Economy
- Develop Strategies for Lifelong Learning
- Leadership in Science, Engineering, and Medicine

Recommendations from the Pappas Consulting Group, Inc. (HB 1264)

- Mission
  - Specific Statement of Role in Economic Transformation
  - Distinctive
  - Economic Needs of State and Region
- Academic Programs
  - Nimble to Respond to Emerging Needs
  - "Ladder" Programs
Recommendations from the Pappas Consulting Group, Inc. (HB 1264) Continued

- General Education
  - Review and Revise to Incorporate Skills/Knowledge for 21st Century

- Major Program Gaps
  - Crisis Areas (Teaching; Nursing; Computing)
  - Emerging Gaps
    - Bachelor (Accounting; Business; Recreation; Social Work)
    - Masters (Rehabilitation Counseling; Physical Therapy; Market Research)
    - Doctoral (Med Sciences; Clinical, Counseling, & School Psychology)

Recommendations from the Pappas Consulting Group, Inc. (HB 1264) Continued

- K-16 Approach
- Distance Education and Facilities
- Research, Technology Transfer, Economic Transformation Structures, Regional Partnerships, and Rural Economic Transformation
Strategic Directions for the UNC

- Access and Student Success: Ensure affordability and access to higher education for all who qualify, embrace a vision of lifelong learning, and promote student success.
- Intellectual Capital Formation: Through high quality and relevant undergraduate, graduate, and professional programs, develop an educated citizenry that will enable North Carolina to flourish.
- K–16 Education: Continue to propose and support initiatives to serve the needs of the State’s public schools.

Strategic Directions for the UNC Continued

- Creation, Transfer and Application of Knowledge: Expand the frontiers of knowledge through innovation and scholarly activities, basic and applied research, technology transfer, outreach, and public service activities.
- Economic Transformation: As fundamental to its mission, strengthen and extend the University’s contribution to transforming the economy of North Carolina through basic and applied research, innovation and creativity, transfer of new knowledge, application of best practices, and high quality degree programs.
Strategic Directions for the UNC Continued

- Internationalization: Promote an international perspective throughout the university community to prepare citizens to become leaders in a multi-ethnic and global society.
- Information and Knowledge Management: Use the power of information technology guided by strategic IT planning for more effective educational, administrative, and business practices that will enable the University to respond to the competitive global environment of the 21st century.

Priorities of the UNC

- Student Success
- Outstanding Faculty
- More and Better Teachers; Improved Schools
- Research
- Quality Academic Programs and Support Services
- Regional and State-wide Economic Development
- Adequate Facilities
- Health Care
- Information Technology
- Internationalization
- Partnerships with Community Colleges
- Private Fundraising
PACE Initiative

- Core Functions
  Instruction
  Research
  Service

- Enabling Functions
  Academic administration and support
  Advancement activities
  Auxiliary Services
  Enrollment related activities
  External activities

PACE Initiative Continued

- Enabling Functions Continued
  Facilities management
  Fiscal activities
  Human Resources
  Information Technology
  Accountability activities
  Sponsored Project activities
  Student service activities

- Work Groups
Planning Process

Strategic Planning Timetable and Process

Fall 2006
Strategic Advisory Council identifies Core Values, Core Assets, and proposes Strategic Themes/Directions for consideration by Strategic Planning Commission
Solicitation of membership and appointment to Strategic Planning Commission
The Strategic Planning Commission meets to discuss the Planning Advisory Council's proposed strategic themes/directions and to develop methods to engage the campus community in the planning process
Chairs and members of the Strategic Directions Committees are appointed
Strategic Planning Timetable and Process Continued

Spring 2007
Strategic Directions Committees convene and develop strategic initiatives to be discussed and considered for inclusion in the Appalachian Strategic Plan

Summer 2007
The Strategic Planning Commission meets to discuss the draft strategic plan; draft strategic plan is made available on the Strategic Planning website and distributed to groups within and outside of Appalachian for feedback

Strategic Planning Timetable and Process Continued

Fall 2007
Public forums are held to discuss the final draft of the Appalachian Strategic Plan
Strategic Planning Commission meets to affirm final draft of the Appalachian Strategic Plan

Spring 2008
Final draft of the Appalachian Strategic Plan is presented to the Board of Trustees for comment and approval; Final changes to the plan are made to reflect input from the Board
Strategic Planning Website

http://www.appstate.edu/www_docs/depart/irp/irapmenu_pl.html
Strategic Planning
Commission Forum

January 5, 2007

Presented to the Strategic Planning Commission at its opening meeting by Provost Aeschleman

Strategic Planning Schedule

August 2006: Chancellor announces the development of a new strategic plan and appoints a Planning Advisory Council: Chair: Stan Aeschleman, Provost and Executive Vice Chancellor. Members: Cindy Wallace, Vice Chancellor for Student Development; Greg Lovins, Interim Vice Chancellor for Business Affairs; Bob Lyman, Dean, College of Arts and Sciences; Tony Calamai, Chair, Council of Chairs; Martha Marking, Chair, Faculty Senate; Charlie Wallin, President, Staff Council; Forrest Gilliam, President, Student Government Association; Bobby Sharp (ex officio), Director, Institutional Research, Planning, and Assessment. The Planning Advisory Council is charged to oversee the planning process, organize the macro and micro strategic planning activities, study the important issues facing the university, assign tasks to short-term work groups and to campus staff, set timelines, collect information, and generate planning materials and products.
Strategic Planning Schedule Continued

October 2006

First Open Forum conducted by Provost Aeschleman to provide a 1) Profile of the University, 2) Summary of the External Context for the Planning Process, and 3) Description of the Planning Process (PowerPoint file can be found at: http://www.appstate.edu/www_docs/dep/irp/irap/stratpln_pl.html).

Planning Advisory Council holds a day-long retreat to begin to identify core values, core assets, and essential character of Appalachian, and to propose Strategic Directions for consideration by the Strategic Planning Commission.

November 2006

Open invitation extended to campus community seeking volunteers and nominations to serve on the Strategic Planning Commission.

Planning Advisory Council holds a half-day retreat to propose membership of the Strategic Planning Commission, which Chancellor Peacock approved.

Strategic Planning Schedule Continued

December 2006

Chancellor Peacock sends letters of invitation to proposed commission members assigning membership to subcommittees and announcing a half-day Strategic Planning Commission retreat on January 5, 2007.

January 2007

Strategic Planning Commission holds a half-day retreat to discuss the Planning Advisory Council’s proposed Strategic Directions, and subcommittees begin to develop strategic objectives for discussion and possible inclusion in the Strategic Plan.

April 26, 2007
(Reading Day)

Deadline for submission of final reports from subcommittees; these reports form the basis for the development of the Strategic Plan.

Summer 2007

Planning Advisory Council reviews the reports and develops the draft Appalachian Strategic Plan.
Strategic Planning Schedule Continued

**Fall 2007**
- Strategic Planning Commission meets to discuss the draft Strategic Plan.
- Draft Strategic Plan is made available on the Strategic Planning website and distributed to groups within and outside of Appalachian for feedback.
- Revised drafts of the Strategic Plan are prepared to incorporate feedback.
- Public forums are held to discuss the final draft of the Appalachian Strategic Plan.
- Planning Advisory Council affirms final draft of the Appalachian Strategic Plan.
- Final draft of the Appalachian Strategic Plan is presented to the Chancellor for comment and approval.

**Spring 2008**
- Final draft of the Appalachian Strategic Plan is presented to the Board of Trustees for comment and approval.
- Final changes to the plan are made to reflect input from the Chancellor and the Board of Trustees.

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Core Assets

We have dedicated, active, and innovative faculty, staff, students, and administrators
We have a location in an aesthetically pleasing, culturally and recreationally rich mountain environment and campus that attracts faculty, staff, and students seeking a high quality of life
We have expertise and programs to provide economic, educational, healthcare, and cultural leadership through partnerships with regional and state organizations
We have a loyal and supportive alumni and retired faculty and staff
We have a state legislature that historically has valued and supported higher education
We have a history of providing a student-centered university experience, preparing students to be effective, responsible citizens, and providing high-quality instruction at relatively low cost
Core Values

We believe the success of the university depends upon personal achievement, and we maintain as our top priority appropriate policies and resource allocation strategies to promote student, faculty, and staff development.

We support a culture that promotes diversity, shared responsibility, and mutual respect. We embrace shared governance. We emphasize open communication and transparent decision processes. We have genuine respect for the natural environment and a commitment to principles of sustainability.

Essential Character

We are a premier comprehensive university. We are a unique institution with a combination of large size, rural location, and high quality. We are at a pivotal point in our institutional development, we control our own destiny, and we have multiple alternative futures.

In many ways we combine the best of a small liberal arts college (e.g., close relationships among staff, faculty, and students) and large research university (e.g., breadth of programming and scholarship).

Our public identity emphasizes our strong undergraduate program in both liberal arts and professional programs.
Draft Mission Statement

Established in 1899 as Watauga Academy, Appalachian State University has evolved into a large premier comprehensive university located in a distinctively rural mountain environment. This unique context enables and supports a community of dedicated, innovative, and active scholars. Appalachian recognizes that the success of the university depends upon the achievement of students, faculty, and staff, and its priority is to implement policies and allocate resources to that end. Appalachian affirms that its fundamental mission is the propagation of knowledge achieved by providing our undergraduates a rigorous liberal education that emphasizes generalizable abilities; providing our graduate students with strong, relevant programs; maintaining a faculty who serve as scholarly mentors for their students; and producing the highest level of scholarship and creative activity in targeted areas. Appalachian earnestly accepts responsibility to be actively involved in addressing the educational, economic, cultural, and societal needs of the changing region, state, nation, and world. As a publicly funded institution, Appalachian is committed to accomplishing our objectives through efficient and effective resource utilization.

Charge to Subcommittees

Develop a unifying vision statement for the Strategic Direction

Develop an international component, when appropriate

Develop no more than five objectives that include the following characteristics:
Activities that are measurable
Rationale for the activity
Unit(s) responsible
Assessment strategy(ies)
Five-year timeline
Estimation of resources (e.g., funds, people) required
Strategic Direction 1

Utilize innovative enrollment strategies, academic policies, and student development programs to promote student achievement.

Suggested Topics for the Development of Activities
- Selectivity
- Diversity
- Graduation and Retention Rates
- Affordability (e.g., Financial Aid; Scholarships)
- Academic Policies and Standards
- Integrated Academic and Student Support Program

Strategic Direction 2

Develop and implement transparent and fair faculty evaluation processes and robust faculty development programs to enable faculty success (Liaison: Faculty Evaluation and Development Task Force).

Suggested Topics for the Development of Activities
- Recruitment
- Diversity
- Compensation
- Faculty Development
Strategic Direction 3

Establish and maintain undergraduate programs that prepare students to meet the challenges of a changing world by engaging in the discovery, interpretation, and creation of knowledge (Liaison: General Education Task Force; Honors Task Force).

Suggested Topics for the Development of Activities
- General Education
- Scholarly Mentoring
- Experiential learning (e.g., Service Learning, Internships)
- Honors Program
- Interdisciplinary Courses/Programs

Strategic Direction 4

Advance the strength of graduate education through consequential program reviews and the development and maintenance of distinctive programs (Liaison: Graduate Education Task Force).

Suggested Topics for the Development of Activities
- Student Support (e.g., Scholarships, Assistantships; Tuition Waivers)
- Faculty Support
- New (Including Doctoral) Niche Programs
- Selectivity
Strategic Direction 5

Enhance research and creative activities with a focus on creating the highest levels of scholarship in targeted programs.

Suggested Topics for the Development of Activities
- Increase Grant Activity to Support Resource Intensive Research
- Energy, Environment, Economy
- Health and Human Services

Strategic Direction 6

Work collaboratively with external communities to enhance the educational, economic, cultural, and social welfare of the region and state.

Suggested Topics for the Development of Activities
- Health Care Programs
- Math/Science Teacher Education
- Intellectual Property Development and Transformation
- The Arts
- Public Service Endeavors
Strategic Direction 7

Employ data-based decision strategies to ensure the most efficient use of university resources (Liaison: PACE).

Suggested Topics for the Development of Activities
- Budget
- Space/facilities
- Staff
- Technology
- Distance Education

---

Example 1

EXAMPLE IN ITALICS

Develop a unifying vision statement for the Strategic Direction (the one sentence descriptors are designed to stimulate discussion)

Strategic Direction 1: Utilize innovative enrollment strategies, academic policies, and student development programs to promote student achievement.

Develop an international component, when appropriate
N/A

Develop no more than five objectives that include the following characteristics:

Objective 1: Achieve a six-year graduation rate that is at the 90th percentile of our peers.

Activities that are measurable
Activity 1: Attract and admit better prepared students
Example 1 continued

Rationale

Research suggests that modifying our current rolling admissions policy may increase the yield of stronger applicants. Therefore, we recommend that the Office of Admissions accept approximately two hundred fewer freshman applicants who apply prior to January 1, and who have predicted grade point averages (as determined by grades, rank, and SAT/ACT scores) of less than a 2.50. We will then accept two hundred more competitive applicants who apply after January 1, with predicted grade point averages of 2.50 or higher. This strategy will prevent lower ability students from holding places that might be given to higher ability students who apply later in the admissions cycle.

Unit(s) responsible:

Academic Affairs (primarily the Admissions Office in Enrollment Services)

Example 1 continued

Assessment strategy(ies):

PGPA of entering freshman; retention rates, graduation rates at 4, 5, and 6 years

Five-year timeline (accomplished by academic year 2012-2013):

Completion date is academic year 2012-2013

Estimation of resources (e.g., funds, people) required

No additional resources required
Example 2

EXAMPLE IN ITALICS

Develop a unifying vision statement for the Strategic Direction (the one sentence descriptors are designed to stimulate discussion)

Strategic Direction 1: Employ data-based decision strategies to ensure the most efficient use of university resources.

Develop an international component, when appropriate

N/A

Develop no more than five objectives that include the following characteristics:

Objective 1: For all classrooms, achieve an average 65% level of room and seat utilization.

Activities that are measurable

Activity 1: Convert selected classrooms to offices, research laboratories, or teaching laboratories.

Example 2 Continued

Rationale

Data collected by IRAP indicate that classrooms on campus are underutilized (i.e., only 28% of classrooms on campus currently have 65% room and seat utilization rates) and that there is a need for additional office and laboratory space. We recommend that departments collaborate with the Director of Space Management and Planning to determine the feasibility of converting classrooms in their areas to another use. These conversions would increase the utilization of existing classrooms.

Unit(s) responsible:

Academic Affairs (primarily IRAP) and Business Affairs (primarily Design and Construction)
Example 2 Continued

Assessment strategy(ies):
*Classroom and office utilization data*

Five-year timeline (accomplished by academic year 2012-2013);
*Completion date is academic year 2012-2013.*

Estimation of resources (e.g., funds, people) required
*Approximately $30,000 per room conversion.*
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<thead>
<tr>
<th>CIP</th>
<th>Program Type</th>
<th>Academic Program</th>
<th>Degree Level</th>
<th>Degree Abbreviation</th>
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<td>Baccalaureate</td>
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<td>Anthropology</td>
<td>Baccalaureate</td>
<td>BS</td>
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<td>BS</td>
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<td>BA</td>
</tr>
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<td>Sociology</td>
<td>Baccalaureate</td>
<td>BA</td>
</tr>
<tr>
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<td>Degree Program</td>
<td>Sociology</td>
<td>Baccalaureate</td>
<td>BS</td>
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<td>BS</td>
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<td>Baccalaureate</td>
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<td>BS</td>
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<td>BFA</td>
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<td>Academic Program</td>
<td>Degree Level</td>
<td>Degree Abbreviation</td>
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<td>BSBA</td>
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<td>Baccalaureate</td>
<td>BSBA</td>
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<td>52.0801</td>
<td>Degree Program</td>
<td>Finance and Banking</td>
<td>Baccalaureate</td>
<td>BSBA</td>
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<td>BSBA</td>
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</table>

Ten UG Programs with Most Degrees, 2005-06

- Elementary Education, BS
- Psychology, BS and BA
- Management, BSBA
- Marketing, BSBA
- Finance and Banking, BSBA
- Criminal Justice, BSCJ
- Communication—Advertising, BS
- Political Science, BS and BA
- English, BA
- Accounting, BSBA
General Education Reform at Appalachian State University

Dave Haney
Associate Vice Chancellor for Academic Affairs

Why Change?

- Current menu-driven model changed little since 1960s (Last gen ed reform in early 90s)
- Introductions to disciplines, not integration of knowledge
- Lack of coherence
- Students’ course choices often made arbitrarily
- “Designators” outdated and not closely monitored
- 56% of gen ed taught by non-tenure-track faculty
- Little administrative oversight
- Learning outcomes not articulated or assessed

**National / Global Context**

“In this global century, every student … will need wide-ranging and cross-disciplinary knowledge, higher-level skills, an active sense of personal and social responsibility, and a demonstrated ability to apply knowledge to complex problems.”

National Consensus on Learning Outcomes

- Strong analytic, communication, quantitative, and information skills
- Deep understanding and hands-on experience with the disciplines that explore the natural, social, and cultural realms
- Intercultural knowledge and collaborative problem-solving skills
- Civic, social, and personal responsibility
- Integrative thinking and the ability to transfer knowledge from one setting to another

(Association of American Colleges and Universities. *Taking Responsibility for the Quality of the Baccalaureate Degree* (2004))

Gen Ed Task Force

- 2002-2003: Arts and Sciences Task Force
- Spring 2005: University Task Force
- 05-06: Info gathered, outcomes drafted
- 06-07: Outcomes vetted, model developed
- 07-08: Courses developed and piloted, administrative structure established
- Fall 2008: all elements in place
- Fall 2009: new general education requirements for freshmen
Our Process

- Weekly meetings of Task Force
- Many subcommittees
- Consultations with other schools
- Engagement of faculty: Surveys, focus groups, presentations, web discussion, open forums, departmental statements at several stages
- Engagement of outside constituencies: K-12, community colleges, business, alumni

External Constituency Reports

- [http://www1.appstate.edu/orgs/gen_ed/PDF/GETF_Alumnifocusgroup.pdf](http://www1.appstate.edu/orgs/gen_ed/PDF/GETF_Alumnifocusgroup.pdf)
Appalachian's Gen Ed Goals  
(Approved by Provost January, 2007)

- I. Thinking critically and creatively  
- II. Communicating effectively  
- III. Making local to global connections  
- IV. Understanding responsibilities of community membership
Innovations of New Model

- Based on measurable outcomes
- Structured themes in "perspectives"
- Interdisciplinary and integrated
- Woven throughout undergraduate career, integrated with major
- Flexible, faculty-driven course development, assessment and revision
- Greater involvement of full-time faculty
- Curriculum and co-curriculum
- Builds on Appalachian’s strengths (regional, international, community)

Points of tension so far

- Disciplines
  - Resources
  - Disciplinary vs. interdisciplinary expertise
  - Criticism of task force research
  - Integration with major
  - Lack of guarantees provided by menu-driven model
- Changes in existing programs—change interpreted as failure
- Concerns about administration
  - Resources—money and people
  - Faculty roles
  - Approval process
[Making it Revenue-Neutral]

- Moving from 4 administrative positions to 2 in UC
- Shared staff support in UC
- Interdisciplinary programs from dept. to UC
- 70 sections of freshman seminar moving from outside core to inside core
- Freshman writing course to 2nd year (15% of students not returning)
- Greater use of courses in some majors

[For More Information]

http://www1.appstate.edu/orgs/gen_ed

or

go to www.appstate.edu and click on alphabetical index for “General Education Task Force”
Summary of Employer Focus Group

3 Committee members attending: Tina Hogan, David Humphrey, and Greg Rhoads

Employers from the following companies were present:
- Newell Rubbermaid
- Centex Homes
- Disability Determination Services (2)
- Three Springs of North Carolina, Inc. (residential treatment for disadvantaged youth)
- BB&T
- The Vanguard Group
- Enterprise Rent-A-Car

Responses to Questions (in no particular order):

1) What qualities or skills do you look for in a new college graduate to employ?
   a) **Interpersonal skills**
      i) Must have an ability to interact well and communicate with customers in a service-oriented society – liberal arts majors have better interpersonal skills
   b) **Understanding of technology**
      i) Should have computer skills and the ability to learn a new technology on the job
   c) **Communication**
      i) Must be able to communicate verbally and nonverbally with different audiences – e.g. both surgeons and non-educated citizens – no matter how intelligent or articulate, need to write well
      ii) Basic communication skills are essential – good grammar and email etiquette is very important – some employees were sent to grammar classes – low-level employees are not allowed to send company email
   d) **Critical thinking**
      i) Students need the ability to make arguments and support conclusions – must make decisions on Social Security claims within the confines of the law
      ii) Need to be able to learn new technology
   e) **Leadership and Confidence**
      i) Students must have leadership opportunities and abilities – companies can train on product knowledge but employees must have leadership qualities on entering – when interviewing, asks the question “When did you convince someone to do something they didn’t want to do?”
      ii) #1 characteristic in the business world is confidence – everything requires salesmanship, from selling ideas to convincing people to act in your favor
      iii) Grades narrow down the candidates, but the ones who show leadership and confidence get hired
   f) **Cultural understanding**
      i) Students who study abroad are more interesting – wishes they would have done it when they were in school
ii) As companies expand internationally, students who have international business and experience working with people from other cultures will be more valued

iii) As the Latino population increases, need students who can understand and market to their culture

h) Fluency in a foreign language
   i) Students will definitely use it, especially Spanish but need to be as fluent as possible
   ii) The US is bilingual now – workers were hired because they were bilingual, a less-qualified worker was hired because they could speak Spanish, employees are paid more if they can speak another language
   iii) Using a foreign language as a hiring criterion will be more important in the future, but not sure if it’s realistic to expect the university to produce enough bilingual students

2) How have ASU students fell short/met/exceeded your expectations concerning those qualities or skills? In what areas where ASU students fell short/met/exceeded other new college graduates in any of those areas?

a) Preparedness
   i) ASU students have a realistic expectation of the work world – they are ready for a 55-60 hour work week and know you don’t climb the corporate ladder in 6 months
   ii) Noticed an overall “dumbing down” of all students, but ASU students have a good work ethic and good computer skills – continue to be interested in learning
   iii) Students seem to be working more hours (20-25) while they are in school – rarely see a student without work experience

b) Interpersonal skills
   i) ASU students are humble, unassuming, and seem to pick up on the generational differences that other college graduates do not – they know how to deal with older people

c) Lack of study abroad and foreign language
   i) ASU students don’t have the cultural experience that UNCA does and doesn’t require a foreign language

3) What kinds of qualities or skills do you expect to be most important in the next 10 years?

a) Interpersonal skills – foreign language – understanding of technology

4) Are there any courses or experiences that you consider most important for a student to have while in college?

a) Internships
   i) Stress internships early in a college career and more than just one summer so the student has a better idea of what’s available and in time to change their major if desired

b) Work experience
   i) Provides leadership and interpersonal experience
   ii) University should do whatever it takes to recruit ex-military – they have the work ethic and leadership needed on the job, just need to learn specific skills

c) Volunteer experience
   i) They need empathetic employees who can relate to the situations of other people

d) Rounded skill set
   i) Regardless of major, students need a rounded set of skills – a good liberal arts, general education background
Report on Employer Surveys

Task force subcommittee members: Dan Friedman, Paul Gates, David Haney, Tina Hogan, David Humphrey, Greg Rhoads, Ann Viles.

The General Education Task Force gathered data on what employers feel are the most important skills in employees and how prepared ASU students are with respect to these skills. The employer/alumni subcommittee decided to use data gathered from the Walker College of Business to gain insight into state employers and surveys from the National Association of Colleges and Employers for employers on the national level. It was decided that these databases would give excellent information and that a survey of our own design would yield similar results.

State Data:

The Walker College of Business conducts surveys of recruiters during the spring and fall on-campus trips. These surveys asked recruiters to rate the importance of certain skills to their organization and then asked to rank the level possessed by ASU students for these same attributes. During the spring and fall semesters of 2003 and 2004, approximately 125 recruiters filled out the surveys for their organization and 75 filled out the surveys for the level by ASU students.

Results: Table 1 shows the importance to the organization. The most important skills for employers (> 95% important) are problem analysis skills, listening skills, oral communication skills, teamwork, persistence, leadership, decision-making skills, honesty and integrity, and reliability. The more discipline-based skills: statistical analysis, multi-medial presentation, technical report writing, global business awareness, applied computer skills, and information technology skills ranked much lower.

Table 2 shows the level at which ASU graduates are performing. While there are no areas where ASU students are particularly lacking (the highest “below average” was only 7%), ASU students do well (> 50% above average) in listening, oral communication, teamwork, persistence, leadership, honesty and integrity, and reliability. The two categories that stand out are multi-cultural appreciation, where 65% of employers say this is very important and 50% of ASU students are average or below, and decision-making, which 86% of employers rate as very important and 50% of ASU students are average or below.

Table 1: How important are the following to your organization? (Rows may not add up to 100% due to rounding).

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<th></th>
<th>Very important</th>
<th>Important</th>
<th>Somewhat important</th>
<th>Not Important</th>
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<td>Problem Analysis Skills</td>
<td>68%</td>
<td>28%</td>
<td>5%</td>
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<tr>
<td>Statistical Analysis Skills</td>
<td>18%</td>
<td>31%</td>
<td>39%</td>
<td>13%</td>
</tr>
<tr>
<td>Listening Skills</td>
<td>93%</td>
<td>7%</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>Oral Communication Skills</td>
<td>93%</td>
<td>6%</td>
<td>1%</td>
<td>0%</td>
</tr>
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<td>Skill</td>
<td>Above Average</td>
<td>Average</td>
<td>Below Average</td>
<td>Not Applicable</td>
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<tr>
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<td>---------------</td>
<td>---------</td>
<td>---------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Problem Analysis Skills</td>
<td>44%</td>
<td>48%</td>
<td>0%</td>
<td>8%</td>
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<tr>
<td>Statistical Analysis Skills</td>
<td>26%</td>
<td>54%</td>
<td>1%</td>
<td>18%</td>
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<tr>
<td>Listening Skills</td>
<td>53%</td>
<td>41%</td>
<td>1%</td>
<td>5%</td>
</tr>
<tr>
<td>Oral Communication Skills</td>
<td>59%</td>
<td>36%</td>
<td>0%</td>
<td>5%</td>
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<tr>
<td>Written Communication Skills</td>
<td>34%</td>
<td>52%</td>
<td>0%</td>
<td>14%</td>
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<td>Presentation Skills</td>
<td>41%</td>
<td>47%</td>
<td>1%</td>
<td>11%</td>
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<td>Multi-Medial Presentation Skills</td>
<td>17%</td>
<td>54%</td>
<td>3%</td>
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<td>Technical Report Writing</td>
<td>19%</td>
<td>48%</td>
<td>4%</td>
<td>29%</td>
</tr>
<tr>
<td>Teamwork (ability to work with others)</td>
<td>56%</td>
<td>35%</td>
<td>0%</td>
<td>10%</td>
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</table>

*Table 2: At what level are ASU College of Business graduates performing in the following areas?* (Rows may not add up to 100% due to rounding.)
<table>
<thead>
<tr>
<th>Skill</th>
<th>Percentage</th>
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<tbody>
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<td>Diversity, or Multi-Cultural Appreciation</td>
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</tr>
<tr>
<td>Persistence to Accomplish Task</td>
<td>50%</td>
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<tr>
<td>Leadership Skills</td>
<td>53%</td>
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<tr>
<td>Decision-Making Skills</td>
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<tr>
<td>Planning Management</td>
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<tr>
<td>Global Business Awareness</td>
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<tr>
<td>Global Cultural Differences and Diversity</td>
<td>21%</td>
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<tr>
<td>Honesty and Integrity</td>
<td>61%</td>
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<tr>
<td>Reliability (taking responsibility)</td>
<td>52%</td>
</tr>
<tr>
<td>Applied Computer Skills</td>
<td>39%</td>
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<tr>
<td>Understanding of Information Technology in the Workplace</td>
<td>37%</td>
</tr>
</tbody>
</table>

**Direct comment about state employers:**

Businesses want students “who can solve more problems, who can work in teams; who can see the big picture; who can communicate effectively; who can use technology effectively; and who can bring a strong work ethic.”

National Data:

The National Association of Colleges and Employers (NACE) publication “Job Outlook 2006” shows the results of a survey of 250 employers (48.4% service sector, 40.8% manufacturers, and 10.8% government/nonprofit). By region, 33.2% were from the South, 27.2% were from the Midwest, 22.4% were from the Northeast, and 17.2% were from the West. The survey asked employers to rate the importance of 20 qualities/skills in candidates on a scale from 1-5 with 1 = not important and 5 = extremely important. These data are in-line with the College of Business data in that the top 5 qualities/skills in the NACE report are also very important to ASU employers. The results are indicated in the table 3 below:

Table 3: Average level of importance of skills

<table>
<thead>
<tr>
<th>quality/skill</th>
<th>average rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication skills (verbal and written)</td>
<td>4.7</td>
</tr>
<tr>
<td>Honesty/integrity</td>
<td>4.7</td>
</tr>
<tr>
<td>Teamwork skills (works well with others)</td>
<td>4.6</td>
</tr>
<tr>
<td>Strong work ethic</td>
<td>4.5</td>
</tr>
<tr>
<td>Analytical skills</td>
<td>4.4</td>
</tr>
<tr>
<td>Flexibility/adaptability</td>
<td>4.4</td>
</tr>
<tr>
<td>Interpersonal skills (relates well to others)</td>
<td>4.4</td>
</tr>
<tr>
<td>Motivation/Initiative</td>
<td>4.4</td>
</tr>
<tr>
<td>Computer skills</td>
<td>4.3</td>
</tr>
<tr>
<td>Detail-oriented</td>
<td>4.1</td>
</tr>
<tr>
<td>Organizational skills</td>
<td>4.1</td>
</tr>
<tr>
<td>Leadership skills</td>
<td>4.0</td>
</tr>
<tr>
<td>Self-confidence</td>
<td>4.0</td>
</tr>
<tr>
<td>Well-mannered/polite</td>
<td>3.9</td>
</tr>
<tr>
<td>Friendly/outgoing personality</td>
<td>3.8</td>
</tr>
<tr>
<td>Tactfulness</td>
<td>3.8</td>
</tr>
<tr>
<td>Creativity</td>
<td>3.6</td>
</tr>
<tr>
<td>GPA (3.0 or better)</td>
<td>3.5</td>
</tr>
<tr>
<td>Entrepreneurial skills/risk-taker</td>
<td>3.2</td>
</tr>
<tr>
<td>Sense of humor</td>
<td>3.2</td>
</tr>
</tbody>
</table>

NACE also reports that communication skills are the very skills employers most often say candidates lack.

Other National Survey - In an article published on the NACE website, employers and department heads were each asked to rate the importance of 12 performance dimensions in college graduates. Each was ranked from 1-5 with 1 = Not important and 5 = Absolutely necessary. The average rankings appear in tables below:
### Employers

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal skills</td>
<td>4.72</td>
</tr>
<tr>
<td>Ethics and integrity</td>
<td>4.63</td>
</tr>
<tr>
<td>Leadership</td>
<td>4.26</td>
</tr>
<tr>
<td>Perseverance</td>
<td>4.19</td>
</tr>
<tr>
<td>Knowledge</td>
<td>4.07</td>
</tr>
<tr>
<td>Adaptability and life skills</td>
<td>4.04</td>
</tr>
<tr>
<td>Continuous learning</td>
<td>3.84</td>
</tr>
<tr>
<td>Multicultural tolerance</td>
<td>3.78</td>
</tr>
<tr>
<td>Career orientation</td>
<td>3.54</td>
</tr>
<tr>
<td>Social responsibility</td>
<td>3.17</td>
</tr>
<tr>
<td>Health</td>
<td>2.73</td>
</tr>
<tr>
<td>Artistic appreciation</td>
<td>1.74</td>
</tr>
</tbody>
</table>

### College chairs

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>4.17</td>
</tr>
<tr>
<td>Ethics and integrity</td>
<td>4.14</td>
</tr>
<tr>
<td>Social responsibility*</td>
<td>3.80</td>
</tr>
<tr>
<td>Interpersonal skills</td>
<td>3.74</td>
</tr>
<tr>
<td>Multicultural tolerance</td>
<td>3.73</td>
</tr>
<tr>
<td>Continuous learning</td>
<td>3.71</td>
</tr>
<tr>
<td>Leadership</td>
<td>3.36</td>
</tr>
<tr>
<td>Health</td>
<td>3.08</td>
</tr>
<tr>
<td>Perseverance</td>
<td>3.05</td>
</tr>
<tr>
<td>Career orientation</td>
<td>2.95</td>
</tr>
<tr>
<td>Adaptability and life skills</td>
<td>2.95</td>
</tr>
<tr>
<td>Artistic appreciation</td>
<td>2.95</td>
</tr>
</tbody>
</table>

* Social Responsibility was third for college chairs but its mean value was lower than 4 (the actual value was accidentally omitted from the article). The estimate was obtained by the data that were given in the article.

Notice that employers rate 6 dimensions as very important (average higher than 4) but only 2 dimensions were very important for colleges.

“Do Employers and Colleges See Eye to Eye? College Student Development and Assessment” Smriti Sh rivpuri and Brian Kim, Fall 2004 Journal of NACE.

---

### Other National Survey -

In 2000, small business owners were asked the importance of a given set of skills. Their results are given below:

<table>
<thead>
<tr>
<th>Skill</th>
<th>Percentage who felt very important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Communication Skills</td>
<td>86%</td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td>77%</td>
</tr>
<tr>
<td>Math Skills</td>
<td>62%</td>
</tr>
<tr>
<td>Written Communication</td>
<td>59%</td>
</tr>
<tr>
<td>Basic Business Skills</td>
<td>52%</td>
</tr>
<tr>
<td>Financial Accounting</td>
<td>46%</td>
</tr>
<tr>
<td>Mechanical Ability</td>
<td>43%</td>
</tr>
<tr>
<td>Computer Skills</td>
<td>41%</td>
</tr>
<tr>
<td>Internet knowledge</td>
<td>18%</td>
</tr>
<tr>
<td>Science</td>
<td>18%</td>
</tr>
</tbody>
</table>

College Awareness Programs, Enrollment Services

Programs/Services:
- School and university-based student programs including tutoring, residential summer camps, Saturday academies, after-school programs, college visits, College Application Day, FAFSA Day, and Summer Bridge program
- Partnership development and technical support to middle and high schools in developing college access programs and curriculum
- Professional development & conference travel for K-12 faculty/administrators

Since 1999 served:
7,515 students
717 teachers, counselors, and administrators

Public School Partnership, Reich College of Education

Programs/Services:
- Professional development for teachers and administrators
- Support for Teacher Cadet programs and other teacher recruitment efforts
- Grants to support training for lateral-entry teachers
- Funding for in-school and after-school programs
- Assistance for teachers and counselors preparing for National Board review

Serves:
54,622 students
3,832 teachers, counselors, and administrators

---

Appalachian State University Outreach

College Awareness Programs and Public School Partnership
Hispanic Student Recruitment Initiatives
Appalachian State University
Office of Admissions

- Created an Assistant Director position in 2003 to work with Hispanic Student Outreach. This was one of the first positions in the University of North Carolina System designed to work with Hispanic student initiatives. It is important that the person in this position speak the language and understand the Hispanic culture, as well as articulate Appalachian’s academic, co-curricular and student support offerings.

- We have a partnership with the Student Action for Farm Workers program at Duke University in which we coordinate Hispanic College Access Days designed to introduce Hispanic students (and their families), many of whom are first-generation college students, to the four-year college experience.

- Students are invited to participate in our annual Multicultural Prospective Student Weekend held in the fall. This is an overnight program in which prospective students are hosted by current students and learn about diversity initiatives, academics, admissions, financial aid and student life. This weekend coincides with Open House in which all announcements are mirrored in Spanish.

- Conduct tele-counseling to promote Appalachian’s programs to Hispanic students, and to assist prospective and accepted students in the admissions process.

- Established an Admissions Diversity Council in 2001 to oversee and assist the university in its multicultural student recruitment and marketing efforts. Some of the responsibilities of the council include: advisement of university publications; assistance with open house activities; coordinating special recruitment weekends and campus visits; involvement in recruitment procedures; and reviewing discussions on current campus diversity issues. Every student multicultural organization on campus has a seat on the council, including the Hispanic Student Association.

- In November of each year, the Admissions Office hosts school counselor diversity luncheons in Charlotte, Raleigh, Greensboro, Fayetteville and Wilmington. The purpose of the luncheons is to update school counselors on University initiatives regarding diversity and access and create relationships between the counselors and the Admissions Office. The Assistant Director of Multicultural Education also participates in these luncheons.

- Students from underrepresented groups, who met the qualifications established by the Office of Admissions, were personally invited to apply for the diversity scholarship. Several Hispanic students were invited to Scholars Day to interview
for the scholarship, and were awarded the scholarship. A Hispanic student was a member of the diversity scholarship selection committee.

- Attend statewide programs on college access for Hispanic students in Raleigh.

- Travel to Central and South America to recruit international Hispanic students.

- The Assistant Director for Hispanic Student Outreach represents Appalachian’s Hispanic initiatives on any UNC system committees.

- The Assistant Director for Hispanic Student Outreach works in conjunction with the Office of Multicultural Student Development in coordinating university-wide programs and initiatives to enhance recruitment and retention programs.
TEACHER EDUCATION

RECRUITMENT AND ENROLLMENT

The North Carolina Situation

- The Need: 11,000 teachers annually
- The Supply: 4,000 new teachers annually
- The Attrition: 13% per year
- The Supply keeps approximate pace with new student growth in the state.
- The Supply does not address the attrition.
- Filling the gap: out-of-state teachers, returning teachers, alternative licensure
UNDESIRABLE SOLUTIONS

- Lower standards for teacher preparation
- Increase class sizes
- Curtail the curriculum
- Lower the age for leaving school
- Rely on substitutes and unprepared teachers

DESIRABLE SOLUTIONS

- PRODUCE MORE TEACHERS
- REDUCE TEACHER ATTRACTION RATES*
  -- BETTER WORKING CONDITIONS
  -- BETTER PAY
  -- MORE RESPECT AND SUPPORT

*a .5% improvement in annual retention rate each year for five years would reduce the gap by over 3,000 teachers.
THE UNC SYSTEM RESPONSE

- Set institutional enrollment & graduation targets;
- Hold institutional leadership accountable;
- Develop institution specific recruitment plans;
- Develop UNC system-wide recruitment plan;
- Secure funding from the General Assembly;

ASU’S CONTRIBUTION
Projected Increase in Traditional Teacher Education Graduates for 2005-2006 through 2009-2010

<table>
<thead>
<tr>
<th>Institution</th>
<th>Grads/02-03</th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASU</td>
<td>372</td>
<td>451</td>
<td>547</td>
<td>635</td>
<td>662</td>
<td>659</td>
</tr>
</tbody>
</table>

HOW ARE WE DOING?

Traditional Graduates
<table>
<thead>
<tr>
<th>Campus</th>
<th>Base Year 2002-03</th>
<th>2005-06</th>
<th>Change Headcount</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASU</td>
<td>368</td>
<td>482</td>
<td>114</td>
<td>31.0%</td>
</tr>
<tr>
<td>ECU</td>
<td>354</td>
<td>427</td>
<td>73</td>
<td>20.6%</td>
</tr>
<tr>
<td>ECSU</td>
<td>28</td>
<td>26</td>
<td>-2</td>
<td>-7.1%</td>
</tr>
<tr>
<td>FSU</td>
<td>73</td>
<td>94</td>
<td>21</td>
<td>28.8%</td>
</tr>
<tr>
<td>NCA&amp;T</td>
<td>39</td>
<td>34</td>
<td>-5</td>
<td>-12.8%</td>
</tr>
<tr>
<td>NCCU</td>
<td>53</td>
<td>46</td>
<td>-7</td>
<td>-13.2%</td>
</tr>
<tr>
<td>NCSU</td>
<td>115</td>
<td>155</td>
<td>40</td>
<td>34.9%</td>
</tr>
<tr>
<td>UNCA</td>
<td>27</td>
<td>41</td>
<td>14</td>
<td>51.9%</td>
</tr>
<tr>
<td>UNC-CH</td>
<td>83</td>
<td>83</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>UNCC</td>
<td>213</td>
<td>250</td>
<td>37</td>
<td>17.4%</td>
</tr>
<tr>
<td>UNCG</td>
<td>218</td>
<td>376</td>
<td>158</td>
<td>72.5%</td>
</tr>
<tr>
<td>UNCP</td>
<td>78</td>
<td>87</td>
<td>9</td>
<td>11.5%</td>
</tr>
<tr>
<td>UNCW</td>
<td>252</td>
<td>255</td>
<td>3</td>
<td>1.2%</td>
</tr>
<tr>
<td>WCU</td>
<td>111</td>
<td>150</td>
<td>39</td>
<td>35.1%</td>
</tr>
<tr>
<td>WSSU</td>
<td>2</td>
<td>21</td>
<td>19</td>
<td>950.0%</td>
</tr>
<tr>
<td>UNC Total</td>
<td>2,014</td>
<td>2,527</td>
<td>513</td>
<td>25.5%</td>
</tr>
</tbody>
</table>
### Alternate Completers: 2005-06

<table>
<thead>
<tr>
<th>Campus</th>
<th>Actual 2005-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASU</td>
<td>46</td>
</tr>
<tr>
<td>ECU</td>
<td>323</td>
</tr>
<tr>
<td>ECSU</td>
<td>16</td>
</tr>
<tr>
<td>FSU</td>
<td>39</td>
</tr>
<tr>
<td>NCA&amp;T</td>
<td>42</td>
</tr>
<tr>
<td>NCCU</td>
<td>119</td>
</tr>
<tr>
<td>NCSU</td>
<td>114</td>
</tr>
<tr>
<td>UNCA</td>
<td>36</td>
</tr>
<tr>
<td>UNC-CH</td>
<td>103</td>
</tr>
<tr>
<td>UNCC</td>
<td>262</td>
</tr>
<tr>
<td>UNCG</td>
<td>94</td>
</tr>
<tr>
<td>UNCP</td>
<td>58</td>
</tr>
<tr>
<td>UNCW</td>
<td>103</td>
</tr>
<tr>
<td>WCU</td>
<td>79</td>
</tr>
<tr>
<td>WISSU</td>
<td>8</td>
</tr>
<tr>
<td><strong>UNC Total</strong></td>
<td><strong>1,442</strong></td>
</tr>
</tbody>
</table>
The Student Population

- Traditional high school students seeking a four year experience
- Traditional high school students seeking 2 year degrees with options for 4 year ones—full and part-time students
- Transfer students from community colleges and 4 year institutions
- Alternative licensure/lateral entry/career changes
- Current enrolled non-education majors
ADDRESSING THE INPUTS

### ASU TEACHER EDUCATION ENROLLMENT PROJECTIONS 2004-2009

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional students</td>
<td>446</td>
<td>422</td>
<td>461</td>
<td>546*</td>
<td>634*</td>
<td>688*</td>
</tr>
<tr>
<td>Transfers from CC</td>
<td>290</td>
<td>303</td>
<td>263</td>
<td>271</td>
<td>279</td>
<td>287</td>
</tr>
<tr>
<td>Transfers from 4 year</td>
<td>150</td>
<td>109</td>
<td>120</td>
<td>124</td>
<td>128</td>
<td>134</td>
</tr>
<tr>
<td>Currently enrolled non-majors</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>4</td>
<td>22</td>
<td>50</td>
</tr>
<tr>
<td>Alternative Licensure</td>
<td>96</td>
<td>61</td>
<td>65</td>
<td>70</td>
<td>79</td>
<td>82</td>
</tr>
<tr>
<td>2+2 CC students</td>
<td>63</td>
<td>142</td>
<td>142</td>
<td>150</td>
<td>178</td>
<td>205</td>
</tr>
<tr>
<td>TOTALS</td>
<td>1,045</td>
<td>1,037</td>
<td>1,051</td>
<td>1,165</td>
<td>1,320</td>
<td>1,446</td>
</tr>
</tbody>
</table>

*Includes spring admits who were wait listed in fall but guaranteed seats in spring.
ESTABLISHING THE ASU RECRUITMENT PLAN

Implement 10 new/revised strategies to include the following:

- Hiring Director of Teacher Education Recruitment;
- Improving campus data collection & analysis;
- Focusing recruitment on specific market segments

Strategies Continued:

- Improving communications with potential students;
- Increasing the yield from existing pool of applicants;
- Expanding off-campus cohort programs;
- Focusing on improving recruitment into and retention to high need areas: math, science, special education, foreign languages;
- Improving diversity for the enrolled population;
- Stressing retention practices with program areas
- Seeking additional financial incentives
THE ULTIMATE GOAL
DEVELOPING MORE HIGHLY QUALIFIED TEACHERS THE APPALACHIAN WAY
Appalachian State University
Retention and Graduation Rates

March 25, 2007

Prepared by Dave Haney, Bobby Sharp, Harry Williams, Heather Langdon

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Appendix C—2003 First Year Initiative Study .......................................................................................... 11
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March 25, 2007

Retention and Graduation Goals at Appalachian State University

1. Retention and Graduation Goals

In the search for a balance between pragmatic goals that can be straightforwardly achieved and idealistic goals that will require substantial effort, ASU collected information on the retention and graduation rates of our eighteen peers approved by the Board of Governors. Our discussions focused on finding a relative position within the peers that would be realistic and yet would pose a challenge. With most performance measures, achieving at the 80th or the 90th percentile is considered exceptional, so the 90th percentile became the standard of reference for our retention and graduation goals. Discussions about reasonable targets were guided by a review of data collected from Educational Trust for ASU’s GA-approved set of peers (see Appendix L). The following 2011-12 targets were set based upon 90th percentiles of retention and graduation rates for ASU’s peers, and then revised upward at the suggestions of the General Administration (see Appendix K):

- First-year retention rate: 87.5% (revised to 90%)
- The four-year, full-time graduation rate is not available for peer institutions, so our targeted rate was based upon historical trends and expectations of reasonable gains: 66% (revised to 70%)
- Four-year traditional graduation rate: 44% (revised to 50%)
- Six-year graduation rate: 70% (revised to 75%)

Because interventions will take longer to affect graduation rates than retention rates, the predicted increases in graduation rates are larger in the later years.

2. Situational Analysis: Current Retention Efforts

The attached spreadsheet (Appendix A) shows the retention efforts currently underway with plans for revision. Major programs are being revised based on studies of their effectiveness as follows:

Freshman Learning Communities: Our annual study of retention rates by program (Appendix B) shows a higher retention rate for learning communities, and the 2004 First-year Initiative study (Appendix C) suggests the effectiveness of learning communities, especially certain ones. This data has led us to continue learning communities, expanding them beyond the first semester of the freshman year and creating additional residential learning communities.

Freshman Seminar: These same two studies suggest that Freshman Seminar has a positive effect on retention. However, the 2004 FYI study does not show Freshman Seminar as one of our more effective programs in promoting academic goals such as critical thinking and engagement with faculty. An ability level study done by Freshman Seminar on the 2005 Fall cohort suggests that freshman seminar was most effective for students in mid to lower ability levels (predicted GPAs of 3.0 and below), while enrollment trends reveal that we are attracting more high-ability students. These data have contributed to our proposal to create a more academically-oriented freshman seminar as part of the new general education program.
Changes in Academic Policies

We made these policy changes effective fall, 2007, based on studies done by the Research Work Group of the Student Achievement Team. While the recommendations are conservative, they are examples of how we have used quantitative data about our students to make policy changes that may influence retention and graduation rates. As is evident from Heather Langdon’s article (Appendix J), we are actively tracking non-retained students and their reasons for leaving.

A. Academic standing: Our studies have found that student GPAs have increased (Appendix H), and students with one or more Fs in their first semester are retained at a much lower rate (Appendix D). National studies such as the Toolbox Revisited show that higher academic standards are correlated with increased student success. Therefore we have raised the GPA minimums that trigger suspension as follows:

0-15 Attempted Hours: 4.00 1.75
16-30 Attempted Hours: 1.75 1.90
31-45 Attempted Hours (and thereafter): 1.90 2.00
46 and more Attempted Hours 2.00

B. Repeat Policy: A study of repeats (Appendix E) showed that most students do not use all of their allowed repeats, and most students who repeat courses only do so for up to three courses. Therefore we reduced the maximum number of course repeats that would be excluded from the GPA from five to four.

C. Forgiveness policy: According to a study of returning students (Appendix G), students who leave the University, and subsequently return under the current “three-year” Forgiveness Policy, are less likely able to complete a degree within a six-year timeframe. These data influenced our decision to reduce the stop-out period (for students who do not take the 30 hours of coursework that would make them eligible for readmission after one year) from three years to two. There is currently discussion of a “recruit-back” program for students who leave the University for academic or other reasons. The two-year timeframe in this recommendation would work better for such a program.

We also studied the frequency of dropped courses (Appendix F) and found that relatively few students took advantage of the opportunity to drop courses without penalty (an average of one course per student), so there did not appear to be reason to change our policy at this time.

Plans for Achieving Goals

Our plans for achieving our retention and graduation goals address five areas:

a. Admissions policies
b. Financial aid
c. Summer Bridge programs
d. Programmatic interventions
e. Institutional reorganization: General Education and University College

Extensive research shows that retention and graduation are most affected by the academic resources students bring to college, including the rigor of high school curricula, combined with appropriate institutional programs and policies. ASU’s efforts to improve persistence will be threefold: (1) attract and admit better prepared students, (2) support students with effective programs and interventions, and (3) maintain rigorous academic standards and policies. These
actions are consistent with national studies and recommendations such as Clifford Adelman’s The Toolbox Revisited.

A. Admissions Policy

Because our applications have risen at a faster rate than our freshman class size, ASU has become both more selective and larger since the mid-1980s. High school GPAs of entering freshmen have increased, and SAT scores have increased by over 100 points, resulting in an increase in predicted college GPAs. As we enroll incoming freshmen with stronger entrance measures, we have also seen increases in first-to-second year retention and graduation rates. These increases support the practice of continuing to be as selective as possible, since research conducted over many years has shown that the key predictors of higher retention and graduation rates include (1) institutional selectivity and (2) students’ academic quality measures.

Yield rates have decreased as potential students with higher entrance measures have been accepted, probably because students with higher SAT and HSGPA have more choices among postsecondary institutions. ASU competes for and is sometimes a second choice for applicants to other UNC institutions with high admissions standards, including NCSU, UNC-Chapel Hill and UNC-W. Research using student tracking systems (See Appendix J) has shown that Appalachian loses some highly qualified freshman applicants to these other institutions, particularly those who apply early in the admissions cycle. Conversely, high-ability freshmen who apply later in the admissions cycle are more likely to enroll at ASU. Students with lower entrance measures (SAT/HSGPA/PGPA) are less likely have choices regarding their college enrollment and tend to have higher yield rates at Appalachian throughout the admission cycle.

This research suggests that modifying our current rolling admissions policy may increase the yield of stronger applicants. Therefore, the Office of Admissions will accept approximately two hundred fewer freshman applicants who apply prior to January 1, and who have predicted grade point averages (as determined by grades, rank, and SAT/ACT scores) of less than a 2.50. We will then accept two hundred more competitive applicants who apply after January 1, with predicted grade point averages of 2.50 or higher. This strategy will prevent lower ability students from holding places that might be given to higher ability students who apply later in the admissions cycle.

The Noel-Levitz critique of our plan suggested that this policy might result in an enrollment shortfall. With the steady increase in the size of our fall applicant pool of first-time freshmen (9,923 in fall, 2005; 10,419 in fall, 2006; and over 12,000 by March of 2007), we feel confident that there will be no enrollment shortfall.

Cost: This intervention will require no additional funds.

B. Financial Aid

A comparison of financial aid and retention/graduation data shows that we retain students at a low rate who have a high level of unmet financial need, while we retain students at a high rate (approximately 90%) if half of their need is met with “gift” aid (as opposed to aid in the form of loans). These correlations are particularly strong for students in a middle level of both financial need and academic ability; financial aid appears to have less effect on retention and graduation rates at the high and low extremes of both financial need and academic ability. Therefore we hypothesize that we can improve retention rates by meeting half the need of students in this group, and that we can improve graduation rates by guaranteeing this offer for eight semesters.
In order to test this hypothesis, Appalachian will commit a limited amount of funds for a study to begin in 2007-08. A treatment group of students who meet the above criteria will be selected to receive gift aid that will meet half their financial aid for eight semesters, while a control group of students with similar profiles will not receive these funds. The retention and graduation rates of the participants will be tracked to evaluate performance differences between the two groups.

Cost: This intervention will require no additional funds; current financial aid resources will be reallocated.

C. Summer bridge programs
We currently offer “Summer Preview,” a program open to all enrolling freshmen, which pairs a skills-based freshman seminar with an academic course and includes co-curricular support. Our access programs include Upward Bound, whose summer bridge program enrolls students in Summer Preview and provides additional co-curricular support. Although the numbers are small, Upward Bound students who participate in the summer bridge program are retained at a higher rate than the regular student population. (It is unclear whether this is due to the summer bridge program, the Upward Bound program as a whole, or the qualities of the students, which include high motivation and ability). Summer Preview students as a whole show lower retention and graduation rates than students who do not take Summer Preview.

We do not have a summer bridge program aimed specifically at lower-ability students, though our increased selectivity has resulted in a decrease in formal developmental courses overall. Aside from a continuing commitment to support Upward Bound and other access programs, a clear direction for summer bridge programs has not yet emerged. We will continue to seek ways to improve the effectiveness of Summer Preview, and we will continue to explore summer bridge programs that target appropriate specific populations.

Cost: unknown at this point

D. Programmatic Interventions
ASU is already implementing many of the additional items on the “Checklist of Best Practices for Retention and Graduation” (See Appendix A). Proposals for additional interventions are coordinated by a “Retention Management Team” established in 2003, recently renamed the “Student Achievement Team.” This team comprises representatives from the faculty, advising, admissions, the registrar, institutional research, residence life, financial aid, honors, student leadership, college awareness programs, testing, student conduct, faculty development, multicultural affairs, learning communities, the learning assistance program, and academic affairs, and it meets monthly to coordinate strategies for student success, including retention and graduation. The following initiatives are under discussion in the three areas of research, best practices, and communication:

Research
- Study students who are readmitted (underway fall 2007)
- Study persistence patterns/academic behavior of January admits (freshmen, transfers, minorities, etc.
- Analyze stopouts/nonreturners (institutional data, phone calls to nonreturners)
- Analyze persisters
- Study D/W/F rates by course
• Study effects of probation and forgiveness policies on student success (done fall 2007; resulted in policy changes noted above)
• Study timing and other aspects of major declaration
• Assess advising practices in relation to student success

Best Practices
• Consider interventions that target sophomores, including summer programs
• Expand use of the information yielded by the College Student Inventory (CSI) taken by all entering freshmen in order to distribute resources to offices providing services to high dropout prone groups and to target individuals
• Develop a male leadership and skill development class as a pilot for other targeted groups prone to disengagement
• Place an advisor in residence halls in evenings as trial
• Explore including co-curricular student success initiatives on faculty annual reports and in promotion/tenure considerations – include in faculty development

Communication
• Continue First Connections approach with continuing connections for students after admission and when they return
• Develop a consistent and shared mission for student success initiatives (whom to serve, what programs/curricula)
• Develop annual student success newsletter for campus community
• Include training regarding student success strategies in faculty and staff orientation and continuing faculty and staff development
• Create and publicize a web site to publicize information regarding student success, retention, and graduation issues

Cost: Current resources are adequate to assess our needs; additional costs will depend on interventions chosen.

E. Institutional Reorganization: General Education and University College
Beginning in spring, 2005, the General Education Task Force undertook a thorough review of our General Education program. Research via surveys, focus groups, institutional data and national data showed suggested the following deficiencies in our current core curriculum:
• The current menu-driven model has changed little since 1960s
• Courses are introductions to disciplines, not integration of knowledge
• The core lacks coherence; students’ course choices are often made arbitrarily
• Our system of “designators” to insure coverage of certain areas is outdated and not closely monitored
• 56% of general education is taught by non-tenure-track faculty
• There is little administrative oversight
• Learning outcomes are not articulated or assessed

A new general education program is being developed around these four goals, each of which has several learning outcomes:
1. Thinking critically and creatively
2. Communicating effectively
3. Making local to global connections
4. Understanding responsibilities of community membership
The model being proposed is built around thematically-linked courses in four “perspectives” (Science Inquiry, Aesthetic Perspectives, Historical and Social Perspectives, and Local to Global Perspectives). Courses in the perspectives will be developed, revised and closely monitored by faculty committees. Writing, quantitative literacy, wellness, and information and technology competency are integrated throughout the model, and first-semester students will be required to take an interdisciplinary seminar. We anticipate the following advantages:

- The model is based on measurable learning outcomes
- It is interdisciplinary and integrated
- It is a “vertical” model, woven throughout undergraduate career and integrated with major
- We will have flexible, faculty-driven course development, assessment and revision
- There will be a greater involvement of full-time faculty
- It will include curriculum and co-curriculum
- It will build on Appalachian’s strengths (regional, international, community).

By following what has been recognized by the AAC&U and other organizations as best practices in liberal education, we hope to engage ASU students more thoroughly in the development of skills, knowledge and habits of mind that will increase their academic success, their retention, and their persistence to graduation.

A proposal is being developed for general education to be housed in a new University College. While this bears a superficial resemblance to the old General College that was established when ASU became a university in 1967, it will function as an important innovation in what is now a much larger and very different institution. Under the direction of an Associate Provost for Undergraduate Education, academic programs that cross college boundaries (interdisciplinary degrees, general education, honors, student research, service learning, learning communities, etc.) will be joined with student support services that currently reside in either Enrollment Services or Student Development (learning assistance, advising, writing center, testing, etc.). We anticipate that this will allow for a closer interaction between academic programs and programs for student success, giving faculty more opportunities to interact with students outside of the formal classroom. This new unit will enable a coordinated approach to student success initiatives that operate (for the most part) effectively, but often inefficiently and in isolation form each other. We anticipate that this initiative will have a positive impact on retention and graduation.
### APPENDIX A

<table>
<thead>
<tr>
<th>Check-list of Best Practices for Retention and Graduation</th>
<th>Currently done</th>
<th>under revision</th>
<th>to be initiated</th>
<th>note</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Curricular Initiatives</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>I. A. Learning Communities</td>
<td>yes</td>
<td>yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In place since 1998. New focus is on learning &amp; post-first year communities. Coordinated by Learning Communities Council.</td>
<td></td>
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</tr>
<tr>
<td>J. B. Freshman First Year Seminar</td>
<td>yes</td>
<td>yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In place since 1997 as a 3-hour skills-based course, usually in a freshman learning community, taught mostly by part-time faculty. In proposed new general ed model as an interdisciplinary, academic-therapeutic course, in a freshman learning community, taught by full faculty.</td>
<td></td>
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</tr>
<tr>
<td>K. C. Sophomore Year Seminar</td>
<td>no</td>
<td>possibly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under study by Student Achievement team; sophomore year seminar is part of proposed new general ed program; we have a sophomore year experience learning community.</td>
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</tr>
<tr>
<td>L. D. Transfer Seminar</td>
<td>no</td>
<td>possibly</td>
<td></td>
<td></td>
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<tr>
<td>Under study by Gen Ed Task Force and Student Achievement team; proposal being developed by Asst. Dir. for Undergraduate Transfer Student Services.</td>
<td></td>
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</tr>
<tr>
<td>M. E. Senior Year Seminar</td>
<td>same</td>
<td>yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposed new general ed model includes a capstone course in the major that will also be responsible for general education learning outcomes.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>N. F. Pedagogy Based on Learning Styles</td>
<td>yes</td>
<td>yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watertown College is a residential community with experimental pedagogy; a variety of pedagogies is in the proposed general ed model; we are developing on-line and hybrid courses.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>O. G. Interdisciplinary Learning</td>
<td>yes</td>
<td>yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We work with 125 community partners and have 130 service learning courses in a combined service learning/community service program (Appalachian and the Community Together, or ACT). Recognized as one of 42 top service-learning programs in nation.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>P. H. Experiment/Service Learning</td>
<td>yes</td>
<td>yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emphasized in several programs. Watertown College, freshman composition, service learning.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Q. I. Collaborative Learning</td>
<td>yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R. J. Writing across the Curriculum</td>
<td>some</td>
<td>yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A centralized University Writing Center reports to Academic Affairs; A 1/4 time faculty appointment in the Hubbard Center for Faculty and Staff Development works with faculty on writing. Plans for a WAC program are part of new general ed/University College model.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>S. K. Honors Programs</td>
<td>yes</td>
<td>yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshman Seminar; Power Reading course recently introduced by Department of Language, Reading, and Exceptionalities; study skills courses offered by Learning Assistance Program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T. L. Embedding Study Skills in Specific Courses</td>
<td>yes</td>
<td>yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Education, interdisciplinary programs, advising, Honors, and other student support services are being realigned in a new University College.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### 2. Instructional Assistance and Academic Interventions

<table>
<thead>
<tr>
<th>Currently done</th>
<th>under revision</th>
<th>to be initiated</th>
<th>note</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2. A. Learning Centers</strong></td>
<td>yes</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>Centralized Writing Center; Learning Assistance Programs (moving to UC to be part of same unit)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. B. Early-Writing System</strong></td>
<td>yes</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>Recent change in probation and forgiveness policies (see narrative); early intervention from advising and career centers (Counseling, Res. Life) using CSL Academic Progress Reports.</td>
<td></td>
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</tr>
<tr>
<td><strong>2. C. Mandatory Placement Testing</strong></td>
<td>yes</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>Done in English, math, Foreign Language; we are reviewing placement procedures.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. D. Summer Bridge Program</strong></td>
<td>yes</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>Summer Bridge is under review (see narrative); active upward bound, Gear Up and other access programs; Summer Ventures in math-science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. E. Developmental Programs</strong></td>
<td>yes</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>Decline in need for developmental programs; writing placements practices under review; developmental math and English classes offered for institutional credit.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. F. Information Literacy/Library Orientation</strong></td>
<td>yes</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>Library orientation in freshman writing and freshman seminar; information literacy a priority in new general ed model; on-line instruction.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. G. Identifying EAP Courses</strong></td>
<td>yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our institutional research office regularly documents trends in this area.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. H. Reading Centers/Jobs</strong></td>
<td>yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Learning Assistance Program provides tutoring, supplemental instruction, support for Pell grant students, academic skills counseling, skills courses, and disability services in one unit, which will be part of the new University College.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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Page 7
<table>
<thead>
<tr>
<th>3. Student Development Activities</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3-A. Orientation</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>3-B. Advising</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>3-C. Peer Mentors/Peer Leaders</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>3-D. Student Leadership Programs</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>3-E. Counseling and Support Services</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>3-G. Student Development Transcripts</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>3-H. Career Guidance</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>3-I. Calling Campaigns; Prospective-Person Contacts</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>3-J. Child Care</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>3-K. Student Employment on Campus</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>3-L. Pre-College Programs</td>
<td>yes</td>
<td>yes</td>
</tr>
</tbody>
</table>

| 4. Campus Climate and Culture |  |
|--------------------------------|---|---|
| 4-A. Support for Diversity | yes | yes | New Asst. VC for Student Development responsible for diversity; recruiting initiatives; multicultural center; annual diversity celebration. |
| 4-B. International Education | yes | yes | New Asst. VC for Int'l Programs. |
| 4-C. Community-Multiuse Facilities; Common Spaces | yes | yes | Pilmorens Student union, bookstore to library corridor, Living Learning Center; new Student rec center; dorm renovations. |
| 4-D. Relationship Building Initiatives | yes | yes | CSIL. |
| 4-E. Non-Traditional Student Support | yes | yes | Non-Traditional Student Organization (NOTSO), plans to improve transfer student orientation. |
| 4-F. First-Generation Student Support Program | yes | yes | Student Support Services. |
| 4-G. Ceremonies and Traditions | yes | yes | Walk for Awareness, memorial Books; introduction of new freshman class; Chancellor for a Day; Ring Ceremony. Memorial table and ceremonies honoring deceased students. |
| 4-H. Convocations and Special Events | yes | yes | Fall convocation, revised Forum lecture series. |
| 4-J. Faculty Involvement | yes | yes | Student Achievement Team, faculty involvement as explicit goals of University College, Undergraduate Research, advising; sponsors/advisors to student clubs and orgs.; strategic planning; gen ed reform. |
| 4-K. One-Stop Enrollment Services | yes | yes | Administration; admissions centrally located in J.E.T. building; First Connections web site. |

<p>| 5. Partnerships |  |
|------------------|---|---|
| 5-A. Collaboration between Academics and Student Affairs | yes | yes | SAT; UC; built into VC. Student Development position; facilities and co-sharing; co-curricular involvements in general education; Service Learning and Community service; |
| 5-B. Partnerships with Community Colleges and UHC Campuses | yes | yes | Gen ed task force discussions with area C.C.'s; WNC access network; curricular collaborations (Med. Tech., pre-engineering, pre-pharmacy); Learning Alliance; distance education partnerships with C.C.'s. |
| 5-C. Dual Admission/Enrollment | no |  | Program discontinued for reasons of quality control and declining student interest (AP classes saved then better). |
| 5-D. Community Outreach | yes | yes | ACT-Combines service learning and community service, planned dual reporting to Student Development and University College. Appalachian Family Innovations. College of ed.-issues of abuse and neglect; College Awareness programs; Foster Grandparent Program; GEAR UP. Retired Senior Volunteer Program; Student Companion Program; Parent to Parent Family Support; Sustainable Development Outreach Program; Upward Bound; WNC Network for Access and Success. |
| 5-E. Co-op programs and Internships with Business Industries | yes | yes | business, technology, professional writing, app studies, etc. Special programs such as Blue Ridge Parkway liaison. |</p>
<table>
<thead>
<tr>
<th>Other</th>
<th>yes</th>
<th>Many other cultural, education, economic development, and health-related outreach activities. Comprehensive brochure in preparation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Graduation Support</td>
<td></td>
<td>space management system will provide better scheduling opportunities; close collaboration between Enrollment Services and Deans</td>
</tr>
<tr>
<td>5. A. Availability of Needed Courses on Campus</td>
<td>yes</td>
<td>First Connections extended; Appraisal improvement; advising links</td>
</tr>
<tr>
<td>5. B. Availability of Needed Courses in the UNC System</td>
<td></td>
<td>Awaiting Banner implementation</td>
</tr>
<tr>
<td>5. C. Online Student Services</td>
<td>yes</td>
<td>Summer stipends for on-line course development</td>
</tr>
<tr>
<td>6. D. Degree Audit</td>
<td>no</td>
<td>Advising in General Studies and departments</td>
</tr>
<tr>
<td>6. E. Online Courses</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>6. F. Student Success/Degree Plan</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>6. G. Promote Summer School Attendance</td>
<td>some</td>
<td></td>
</tr>
<tr>
<td>6. H. Track (drop-outs with fewer than 30 hrs left to graduate)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
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<tr>
<td>7. Institutional Leadership and Direction</td>
<td></td>
<td>SAT proposal re forgiveness and drops; task forces on graduate programs, gen ed, and faculty evaluation &amp; development; Faculty Senate; AP&amp;P Committee</td>
</tr>
<tr>
<td>7. A. Review and Implementation of Policies and Procedures</td>
<td>yes</td>
<td>Reorganization of Hubbard Center; search for new director; Faculty Evaluation and Development Task Force</td>
</tr>
<tr>
<td>7. B. Faculty Development</td>
<td>yes</td>
<td>SAT</td>
</tr>
<tr>
<td>7. C. College-wide Student Retention Initiatives</td>
<td>yes</td>
<td>History of research by IRAP; new program-level assessment initiative</td>
</tr>
<tr>
<td>7. D. Systematic Evaluation Assessment and Reviews</td>
<td>yes</td>
<td>Chancellor-initiated Appalachian Access program (gift aid to in-state students below poverty line so they can graduate debt-free)</td>
</tr>
<tr>
<td>7. E. Increasing Financial Aid</td>
<td>yes</td>
<td>Strategic Planning Commission; General Education Task Force; Faculty Evaluation and Development Task Force; Formation of University College</td>
</tr>
<tr>
<td>CIP</td>
<td>Program Type</td>
<td>Academic Program</td>
</tr>
<tr>
<td>---------</td>
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<tr>
<td>5.0199</td>
<td>Certificate Program</td>
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<td>13.0409</td>
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<td>13.1001</td>
<td>Degree Program</td>
<td>Special Education: Teaching Parent Specialty</td>
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<tr>
<td>13.1101</td>
<td>Degree Program</td>
<td>Professional School Counseling</td>
</tr>
<tr>
<td>13.1102</td>
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<td>13.1202</td>
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</tr>
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Ten Grad Programs with Most Degrees, 2005-06

- School Administration, MSA
- Library Science, MLS
- Middle Grades Education, MA
- Reading Education, MA
- Accounting, MS
- College Student Dev/Community Counseling, MA
- Communication Disorders, MA
- Instructional Technology Specialist, MA
- Educational Administration, EDS
- Public Administration, MPA
Professional Master's Degrees
at
Appalachian State University

Introduction and Background

During the last three years, Appalachian State University has supported efforts to develop professional master's degree programs designed to provide students with advanced training for careers that require interdisciplinary skills beyond those provided by baccalaureate programs.

In 2002, the M.S. in Applied Physics at Appalachian State University was awarded a Sloan Foundation/Council of Graduate Schools grant to conduct a feasibility study directed toward redesigning the program into a Professional Science Master’s (PSM) degree.

In 2003, the M.A. in Public History was awarded a Ford Foundation/Council of Graduate Schools grant to study the feasibility of revising the program’s curriculum into a Professional Master’s (PMA) degree. In 2005, the program was awarded an implementation grant by the Ford Foundation.

In December 2004, a group of over 40 professionals including industry and government leaders as well as Appalachian faculty and administrators met at the Appalachian State University campus in Boone to discuss the development of Professional Science Master’s (PSM) degree programs at Appalachian. In a plenary session and a set of breakout sessions, attendees were asked to respond to a variety of prompts designed to elicit specific information that Appalachian faculty can use as they begin to develop PSM programs.

The results of the December plenary discussion are summarized below.

Ways in which industry/government/NGOs can assist Appalachian in the development and implementation of PSMs

Respondents suggested that external [to campus] organizations might do the following for students: Hire PSM graduates, provide post-internship feedback for graduate students, involve business leaders in the classroom, create company visits/job-shadowing days, fund research opportunities, and invite student participation in product development.

Because PSM faculty must have some experience in industry/government/nonprofits, some discussion participants suggested the introduction of faculty to industry and government through the following initiatives: externships and other opportunities to give faculty more experience in business world; funded research opportunities; collaboration and communication with potential employers of PSM graduates. Faculty need experience that will allow them to emphasize the importance of interdisciplinary study, and will equip them to identify skills, trends, etc. for curriculum development.

Respondents also indicated that representatives of industry, government agencies, and nonprofit organizations could assist Appalachian by visiting graduate classes as guest lecturers, serving on advisory boards, providing a world view, helping the university to see its impact on the sustainability of the surrounding community. External participants can help to develop the Appalachian “brand,” market Appalachian’s PSM programs to other employers, identify support companies within a particular business area, educate policy makers on importance of PSMs to workforce development, and conduct surveys of state/national science and technology workforce requirements and trends.
A number of complementary organizations can benefit Appalachian’s PSMs. Among these are the following: Advantage West Five-Year Vision Plan: 10 business clusters available for PSM development; NCBC: involved in UNC System Biotech focus group, provides grants programs for PSMs in the life sciences, has education and training staff involved in consultation at multiple universities with PSM programs. Board of Science and Technology (BST): has a comprehensive view of the state’s science and technology economic development resources.

Faculty who attended the discussions indicated that they desire input and participation from business, government, and NGO leaders at all stages of the development and administration of PSM programs. Faculty want members of the business community to serve on planning and advisory committees, provide information about industry trends and identify skills/qualities they will look for in graduates, fund research and development, and maintain relationships with administrators and faculty of the program. Faculty also identified the need for representatives of industry and government to make presentations in graduate seminars and summer institutes, mentor students, create internship and job opportunities, and generate research initiatives in which students could participate.

Knowledge and skills necessary for PSM graduates

Science/Technical & Research Skills
Graduates should have basic scientific knowledge in their core disciplines. For more specialized employment, graduates might need to understand some or most of the following: the application of environmental sciences to sustainability, applied chemistry and environmental impact of residual chemicals and waste, public health issues (epidemiology, risk assessment, toxicology, etc.). Graduates should have knowledge of statistics, appreciation for interaction of energy and economics, and the ability to assess environmental risks and create solutions.

Business & Interpersonal Skills
Graduates should possess financial analysis and cost-benefit analysis skills, knowledge of marketing and development, and an understanding of product life cycle. They should be well-versed in methods of protecting intellectual property. Graduate should have excellent writing skills (technical and grant writing), clear and effective oral communication and presentation skills, and the ability to teach others. They should have extensive experience in team work, decision making and proactive problem identifying/solving, and time management and organization. Knowledge of a foreign language is desirable.

Intangibles
Graduates should manifest the following characteristics: self-motivation, initiative, flexibility and adaptability, global awareness, three-dimensional thinking (i.e., seeing forest and trees), knowledge of ethical behavior standards, social responsibility and community involvement, openness to change, and a positive attitude.

Employment possibilities

PSM graduates will find employment in positions that exist at the intersection between science and the market. Employment predictions include the following titles: Regional Coordinator for the Biotech Center, Manager of Social Compliance, Sustainable Food Systems Project Manager, Environmental Permit Writer, Technical/Scientific Administrator, Senior Methods/Processes Analyst, Quality Engineer, Business Development Coordinator, Materials Science Engineer, Supply Chain Manager, Product Development Manager, Manager for Sustainable Development Initiatives, Research and Development
Director, Technical Sales or Marketing, Corporate Environmental/Health Manager. Respondents also referred to the NCBC publication “Window on the Workplace II” as a guide to job types and projected growth in life sciences fields.

**Impact of PSM programs in North Carolina**

Corporations, businesses, and other organizations may have to provide less in-house training if Appalachian produces PSM graduates who are ready to take on important projects immediately. In addition, the university’s leadership in creating professional science master’s degrees will strengthen the climate for economic development in Western NC and ease the transition from research and development to manufacturing and marketing. Employees who are PSM graduates will increase the competitiveness of an organization, and PSM interns will provide additional expertise and fresh ideas. Employees who have graduated from PSM programs will have a better appreciation for the big picture, improve the relationship between business and education, display greater creativity as well as leadership and communication skills. PSM graduates will have the expertise to assess risks and create solutions.

Graduates of a PSM program will possess advanced knowledge of multiple disciplines, and thus will be able to cross lines between business, science and technology. They will become a workforce with enhanced technical expertise, a broad based education, a firm grasp on state of the art technology and creative problem solving; they will have well-developed communication and leadership skills. As employees, they will be able to improve connections between businesses, NGOs, and government as well as academia and the liberal arts. Professionals who are already employed can benefit from PSMs that offer continuing education seminars and companion graduate certificate programs.

**Conclusions**

Several points are clear from the results of the plenary discussions.

- PSMs developed at Appalachian must be interdisciplinary, providing solid training in the sciences, business, writing and communication, and ethics and social responsibility. Foreign language skills and global awareness are desirable in a PSM graduate.
- PSMs must be developed with clear connections to regional and national workforce needs.
- PSM graduates should have practical experience in team work and collaborative research.
- PSM programs must maintain strong linkages between the academy and external entities (industry, government, nonprofit organizations).
- Faculty who teach in PSMs need experience in the professional worlds for which they are educating their graduate students.
- PSMs should be flexible and adaptable. PSM graduates need to be able to welcome and thrive in a climate of change.
1. Appalachian State University's Professional Science Masters (PSM) initiative is the results of several events and activities designed to identify target disciplines and to determine program demand (student interest, employer interest, employment possibilities)

   a. Very large focus group meeting (50+) of industry representatives and faculty facilitated by the SBTDC - Fall 2004

   b. Online survey conducted through the UNC-GA - Spring 2005

   c. On-campus student demand survey - Spring 2005


   e. Advisory Board meeting for Applied Physics - Fall 2006

2. Current list of PSMs

   a. Instrumentation and Automation (Applied Physics) - funded by Sloan Foundation and Council of Graduate Schools - currently recruiting students - first enrollment in Fall 2007

   b. Wine Science - working on curriculum and internship sites - funded by UNC-GA and Sloan

   c. Materials Science - gearing up to host advisory board meeting this summer - funded by UNC-GA and Sloan

   d. Financial Mathematics - on hold pending start of undergrad degree program, but activity scheduled to resume in Summer 2008 - initial exploration funded by UNC-GA and Sloan

3. PMA: Professional Master's degree - same format as PSMs (disciplinary core, business courses, professional and technical communication course, internship, applied research project), but PMAs are in social science and the humanities.

   a. Public History - funded by Ford Foundation and Council of Graduate Schools

We've received about $50K in funding from Sloan and Ford, independent of the funding we're receiving from the UNC-GA Sloan grant
OTHER NEW GRADUATE PROGRAMS: APPROVED

Degree Programs

Master of Music Therapy
Master of Science in Criminal Justice
Master of Social Work

Graduate Certificate Programs

French
Planning
Spanish

GRADUATE PROGRAMS UNDER DEVELOPMENT or DISCUSSION

Degree Programs

MA in Planning
PSM in Wine, Viticulture, and Natural Products
PSM in Science and Technology Management, Materials Science
PSM in Financial Mathematics

Graduate Certificate Programs

School Administration
Emergency Management
GIS
College Teaching
Appalachian State University
Off-Campus Programming

History of Appalachian's
Off-Campus Programming
• Began formally serving educational needs of individuals in western NC in early 1950's on a part-time, on-site basis (almost exclusively graduate offerings).
• In 1996 NC Legislature provided pilot funding for Appalachian and three other UNC schools. Outcome resulted in continued funding beginning in 1998.
• In 1999 Appalachian and ten community colleges partnered to develop:

Appalachian Learning Alliance
Service Region

Locations of Instruction
• Classes conducted primarily on community college campuses within ALA
• Emerging focus on local degree-completion offerings has led to dedicated facilities

Structure of Programs
• Each cohort has academic advisor (faculty member assigned) and program coordinator (within Extension & Distance Education)
• Over 80% of courses taught by tenured faculty
• Primarily face-to-face delivery
• Undergraduate programs provide upper-division courses only
• Cohort based
• Part time (avg 6 sh per term)

Determining ALA Programs
To Be Offered
• Collect data as a result of direct inquiries and needs assessments
• Consultation with respective academic unit(s); seek approval based upon availability of faculty and instructional resources to deliver the off-campus program
• Data have shown the focus should be on programs which will result in jobs or advancement in positions
Demographics – Spring 2007

Framework for Providing Services Off-Campus

- Toll-free number to Extension & Distance Ed - conduit for accessing on-campus services (e.g., questions about registration, student accounts, etc.)
- Academic advising provided primarily by academic [faculty] coordinator of each cohort. For undergraduate programs, the program manager in Extension & Distance Ed advises what lower-division courses are to be transferred into program.
- Program manager in Extension & Distance Ed communicates regularly with students & many times serves as the initial point of contact for student support inquiries/needs

Comparable Services

On-Campus Services: Off-Campus Complement:

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<tr>
<td>Photo ID card</td>
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<tr>
<td>Computer acct. / lab access</td>
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<td>Distance Learning Library services</td>
<td>Distance Learning Library services</td>
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<tr>
<td>Federal financial aid availability</td>
<td>Federal financial aid availability</td>
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<tr>
<td>Textbook availability (not returnable)</td>
<td>Textbook availability (not returnable)</td>
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<tr>
<td>Students do not access; only ed tech fee assessed (cost available to purchase student health insurance)</td>
<td>Students do not access; only ed tech fee assessed (cost available to purchase student health insurance)</td>
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Comparable Services

Distance Learning Library

- Five members of the DL Library staff
  - Have comprehensive website
  - Conduct on-site workshops - have comprehensive website
  - Work directly with faculty in ensuring appropriate library resources for off-campus courses
- Toll-free number & additional evening & weekend hours availability
- Electronic access to resources for cohort students
- Agreements with community colleges enable further on-site services including:
  - Interlibrary loan
  - Reserve materials
  - Online database computer access
  - On-site document delivery

Financial Aid – The Consortium Agreement

- UNC-GA policy stipulates site-based degree-completion programs will not deliver lower-division courses which the local community college is prepared to offer
- Because financial aid cannot be granted from more than one institution in a term, the Consortium Agreement was developed
- Consortium Agreement enables undergraduate financial-aid-eligible cohort students to have program-required lower-division courses taken via concurrent enrollment included in hours reported for financial aid
Estimated 2007-08 Tuition/Fees for Off-Campus Programming

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Future Plans

- Additional site-based programs
- Additional full-time, daytime programs
- Additional locations for programs
- Increased number of web-based offerings
  - UNC online portal

Future Plans for Site-Based Programs

- Additional full-time, daytime undergraduate programs:
  - BS / Communication, Advertising
  - BS / Psychology
  - BSBA / Management
  - BSCJ / Criminal Justice

- Additional graduate programs
  - EdD / Educational Leadership
  - MS / Criminal Justice and Criminology program
  - Certificate in Planning

- New locations
  - Buncombe County (UNC-A Graduate Center)
  - Forsyth County (moving from Winston-Salem Graduate Center to the NC School of the Arts)
  - Gaston County (Gaston CC and selected public school sites)
  - Iredell County (Mitchell CC Statesville and Mooresville campuses)

UNC Online Portal
Mission

To provide research, clinical services, and training programs in the health and human services disciplines to meet the needs of students, faculty, and the region.

Goals and Objectives

To heighten the visibility of and increase coordination among Appalachian's programmatic offerings in professional fields related to health and human services.

To enhance undergraduate and graduate educational and research opportunities related to the provision and management of health and human services by various professions.

To contribute to the advancement of knowledge through research and thereby improve clinical practices within the region.

To promote research, training, and service collaborations with other institutions and with community partners.

To broaden the student base interested in health and human service disciplines.

To increase access to relevant clinical internships and other training opportunities.

To improve access to specialized services for clients and providers through technical assistance and training utilizing faculty expertise.

For additional information regarding the Institute for Health and Human Services, contact Dr. John Turner at turnerjm@appstate.edu or click on the Division of Clinical Services, Research, or Outreach Services.
**Clinical Services**

Next Clinical Services Advisory Board Meeting: January 24th, 1:00 p.m.
Northwest Children and Adolescents Clinic

**Clinical Services Without Walls**

**Mission**

The primary mission of the IHHS Clinical Services Division is to provide comprehensive services to the community across a diverse array of clinical specialties in the context of an interdisciplinary treatment team. Further, given the Institute’s affiliation with Appalachian State University, a related mission of the Clinical Services Division is to provide direct training and supervision to undergraduate and graduate students at Appalachian State University in the provision of clinical care to community members.

**Goals and Objectives**

- To provide expert clinical care to community clients and underserved populations in the region in need of health and human services.
- To provide expert clinical care in the context of an interdisciplinary treatment team model.
- To provide undergraduate and graduate students with clinical and educational opportunities related to the provision and management of health and human services by various professions.
- To improve access to specialized services for clients and underserved populations through technical assistance utilizing faculty expertise.
- To promote clinical collaborations with other institutions in the region and with community partners.
- To provide advanced clinical internships and other training opportunities for students.

Strategic planning IHHS 9/21/06.pdf
Advisory Committee Members

**Construction Update**

The construction/renovation contract for University Hall has been awarded. Renovations are scheduled to begin during the fall of 2006 and it is currently projected that the new facility will be ready for occupancy in the spring/summer of 2007. This will be a state of the art clinical training facility that will serve community constituents and student trainees alike. Once open in 2007, the initial phase of service delivery will include clinics from the following disciplines: marriage and family therapy, social work, psychology, music therapy, Exercise Science, Communication Disorders, and community counseling. These clinics will not only be housed together, but a model of interdisciplinary care will be implemented to ensure that the necessary services will be comprehensive and well coordinated.
Renovations are currently underway at University Hall. Several clinic rooms and faculty offices will be created in the space (above).

IHHS Architectural Plan - Updated 10/19/2006
(Acrobat Reader required)
Research

Mission
To promote, support, sustain, conduct, and disseminate interdisciplinary research in the area of health and human services to meet the needs of students, faculty, the region, and the disciplines.

Goals and Objectives

- To identify health and human services research priorities for the region, students and faculty.

- To enhance undergraduate and graduate interdisciplinary research opportunities in the provision, management, evaluation and sustainability of health and human services and policies.

- To promote and support continuous interdisciplinary faculty collaboration in basic and applied health and human services research.

- To promote long-term research collaborations with community health care providers and other institutions to ensure quality evidence-based health and human services practice.

- To contribute to the advancement of knowledge in health and human services, particularly in rural health care delivery.

RESEARCH LINKS

- Office of Research and Sponsored Programs
- Proposal Preparation
- Institutional Review Board
- IACUC

IHHS RESEARCH SUPPORT
Current Grants and Contracts
NC Community Based Program’s Database Management Project
NC Methamphetamine Initiative
NC Child Welfare Education Collaborative
NC Office on Disabilities and Health

How can the IHHS support your health-related research and evaluation?

Advisory Committee Members
Outreach Services

Mission of the Community Outreach Division

To provide community outreach programs in the health and human services disciplines to meet the needs of students, faculty, and the region.

Community Outreach Goals

- To promote outreach collaborations between Appalachian and other institutions and community partners.
- To promote faculty collaboration within the University community.
- To provide faculty and student development opportunities.
- To provide a resource for individuals seeking health and human services related assistance.

Outreach Advisory Committee
Oenology, Viticulture, and Natural Products Group
Appalachian State University

RESEARCH & SERVICE

Rationale: In the marketplace, information about products necessary to create consistent quality year-to-year is necessary for sustainable differentiation from global competition. This is particularly true in a region where economies of scale indicate higher price point values than brands with pre-existing consumer acceptance.

Oenology, Viticulture, and Natural Products (OVNP) Group is specialized in instrumental recognition of quality and the formation of sustainable industrial-academic partnerships to create value to wine, grape, and natural products by understanding key commercial chemical and organoleptic components and for a novel International educational program. This group has received more than $1.3M in funding in the past year and is using that seed money to create a facility to help sustain the most dynamically emerging industries in North Carolina (>10% growth/year).

The Group is aggressively pursuing sustainable interdisciplinary funding to examine wine, grape, and natural product properties, perform chemically-based services for the existing industry, and advance the general state of research into increasing the value of natural production through a long-term strategy of segmentation, differentiation, and diversification.

Wine, grapes and natural products are analyzed for key commercial indicators but also potential properties related to health benefits, such as antioxidants and free radical scavenging properties of natural systems as well as their influence on DNA and RNA thermo stability. This is part of a long-term strategy for research in support of sustainable natural production methods at high altitudes, including technical and biotechnological approaches to vine and plant adaptation for survival and exaggerated positive qualities (such as polyphenolic content).
The state-of-the-art facilities of the Quality Optimization and Value Addition Research (QOVAR) laboratory will examine existing commercial preparations by IC/HPLC-MS and GC-MS to systematically measure active component levels both in raw extract (where available) and in value-added formulation using established protocols; free-radical scavenging assays will compare efficacy of NC and competitive commercial products. Statistically significant differences can stimulate sustainability in terms of new projects and investment. For example, recognizing a growing market for natural food additives, functional foods, Maillard reaction inhibitors, and organic labeling we will employ the instrumentation of the QOVAR lab, including HPLC-MS, IC-MS, GC-MS, GC-O, NIR, FTIR, UV-Vis, and mobile laboratory assets to assay promising extracts on food model systems to test ability to resist non-enzymatic browning, form stable emulsions and solutions, and present an acceptable aroma profile.

**International EDUCATION**

**EU:** OVNP is involved in the international development of an educational program at the baccalaureate level through the TAPVO Project involving Appalachian State University and three universities from EU (University of Udine (Italy), University Bordeaux II (France) and the Technical University of Lisbon (Portugal)) jointly granted by the US Department of Education and European Commission through the Atlantis program. This project is focused to a definition and development of common transatlantic curricula in the Principles of Agricultural Value Addition as Applied to Oenology, Viticulture, and Natural Products (DOE P116060013). Appalachian currently has students enrolled in a Viticulture & Enology concentration within an existing academic Unit.

**CHINA:** OVNP has two agreements with Chinese Universities for joint research projects, harmonization of curricula with ASU and TAPVO partners, and exchange of faculty and students. The most prestigious College of Enology in China has agreed to participate in the creation of a bi-lingual Journal in collaboration with the OVNP to publish new research and popular information regarding eastern wine cultures and natural health. This is a unique publication and opportunity for future partnerships. A similar agreement has been reached with the Key Plant Resources Research and Development Laboratory in Beijing for study of the valorization of NC natural products.

**PSM**
The UNC General Administration has funded the development of a PSM in Wine Studies at Appalachian State University. The curriculum has been finalized and we await final approvals before implementation.

**More information:**
Grant Holder..
**Director, WISELAB/QOVAR**
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FAX: +01.828.262.6558
Appalachian’s proposed Research Institute for Environment, Energy, and Economics

VISION
To improve our environment, economy, and society through basic and applied research and technology.

MISSION
To establish Appalachian State University as an international leader in energy and environmental research and application by supporting faculty, students, and the region through project development and research support.
The Appalachian context

Because of its setting, Appalachian has always drawn faculty and students interested in environmental issues; but Appalachian’s national reputation as a leading environmental and energy research institution was not firmly established until the mid-1990s. In 1995, Dr. Neal Lineback, then Chairperson of the Department of Geography and Planning won significant funding from the U.S. Environmental Protection Agency to establish one of the first state Greenhouse Gas Inventories in the nation. Created over three years with a team of scientists from across the UNC system, Dr. Lineback’s report established the protocol that became the model for other states to follow. A decade later, EPA continues to cite this report’s methodology to guide other researchers’ efforts to set baselines for measuring greenhouse gas emissions.

Dr. Lineback’s high quality, science-grounded, multi-disciplinary environmental research set the stage for other policy-making bodies to look to Appalachian faculty for policy-relevant environmental research in other areas. Over the next several years, faculty in Technology, Biology, Geology, Geography, Economics, and Political Science were engaged by state and local agencies to inform decision-making through rigorous research. In 2002, the University established The Energy Center to coordinate these energy-related research activities. Shortly thereafter the Center was awarded the contract to write the North Carolina Energy Plan—the first such effort in over a decade.

Beginning with a few researchers focused on energy and environmental policy a decade ago, the University has built a reputation that attracts young scholars and highly motivated students interested in these issues. Currently, 60 faculty members across the disciplines, generating close to $3 million in grant and contract activities in 2005-2006, and guiding scores of undergraduate and graduate students, now focus on research at the intersection of energy, the environment, and economic policy. And while the research is done primarily on the campus, the scope of research is national and international in focus.

To recognize an existing strength and to build upon a critical mass of expertise across departments, the Appalachian administration convened a multidisciplinary faculty task force for the purpose of establishing Appalachian’s Ecolnstitute. As envisioned, the Institute will be multidisciplinary, serving as the focal point for research that emerges at the convergence of the environment, renewable energy and energy policy, and economics. Several centers and programs—including The Energy Center and the Small Wind Initiative, as well as the Southern Appalachian Environmental Research and Education Center—will be part of the Institute structure.
ENVIROMENTAL RESEARCH and SERVICE at APPALACHIAN

- Nine academic departments—Anthropology; Biology; Chemistry; Economics; Geography and Planning; Geology; Health, Leisure, and Exercise Science, History; Management, and Physics and Astronomy—whose faculty and graduate students are doing research on water quality, greenhouse gas emissions environmental history, climate change, environmental history and culture
- $1.9 Million in external funding in 2005-2006 to support research on ecology and environmental issues
- Southern Appalachian Environmental Research and Education Center
- International Experimental Economics and Environmental Policy Conference
- Appalachian Viticulture Project and WISELABS

NORTH CAROLINA BENEFITS from Appalachian’s research on ecology and environmental issues
- Hydraulic models for flood prediction
- Groundwater monitoring
- Climate change
- Toxic ozone in mountain regions
- Air quality/pollution forecasting
- Invasive species management
- Environmental recreation management
- Online database of southeastern plants

RESOURCES AND FACILITIES for ENVIRONMENTAL RESEARCH

- Appalachian Herbarium
- Appalachian Nature Preserve
- Electron Microscopy Laboratory
- Elicia Caroon Johnson Biological Preserve
- McKinney Geology Teaching Museum
- Robert Gilley Field Station
- University Farm

EDUCATIONAL PROGRAMS

- Environmental Studies
- Ecology concentrations at both undergraduate and graduate levels in Biology
- Goodnight Family Sustainable Development Program
- Merck/AAAS Summer Research for Undergraduates
- Recreation Management (Agritourism/ "Leave no trace" research)
- ChemSTAR undergraduate research initiative
ENERGY RESEARCH and EDUCATION

- The Institute for Energy Security and Independence (with NCA&T and NCSU)
- Six departments: Biology, Chemistry, Economics, Geography and Planning, Physics and Astronomy, Political Science, and Technology
- Over $700,000 in external funding in 2005-2006 to support research and service in renewable energy and energy policy
- Degree programs in Appropriate Technology, Building Science, and Sustainable Development
- Renewable Energy Initiative (student-created and student-run)
- Collaborative Biodiesel Project (winner of EPA P3 national competition—in a field that included Duke and MIT)

SERVING NORTH CAROLINA through ENERGY RESEARCH and OUTREACH at Appalachian

- NC Small Wind Initiative
- Innovative BioShelter Technologies
- Building America: High Performance Buildings
- Upgrade and Save in Western NC
- Passive Solar Performance in Watauga County
- Utility Savings Initiative
- Field Monitoring of High Efficiency Housing
- High Efficiency HVAC systems
- Biofuels/ Biomass Initiative
- Wind Energy Data system
- Radiant Heat Barrier Performance
- Solar Water Heating Technology and Performance
- Energy Efficiency and Renewables
- Energy-Economic Model of North Carolina
- Building Technologies Research
- Landfill Gas Research

RESOURCES and FACILITIES for ENERGY RESEARCH

- The Energy Center
  www.energy.appstate.edu
- North Carolina Small Wind Initiative
  www.wind.appstate.edu
- Partnership with Watauga County Landfill project
- Emerging partnership with Catawba County EcoComplex
ENERGY AND THE ENVIRONMENT: PROGRAMS AT APPALACHIAN STATE UNIVERSITY

For over two decades, Appalachian State University in Boone, North Carolina has been on the forefront of energy and sustainability issues across the nation, with research and educational programs drawing industry partners, prospective students, faculty, and public attention. Historically, Boone has experience with renewable energy resources, beginning with the famous NASA MOD-1 Windmill, the world’s then largest windmill, on Howard’s Knob (1979-1983). While some remember this experiment as a failure, the scientific community regards it as a technological success, and wind energy research thrives in the shadow of this renewable energy icon. Over the years, Appalachian State University has become a recognized national authority in renewable energy, sustainable development, and building science, with several primary programs:

CENTERS AND MAJOR INITIATIVES

The Energy Center was formed in 2002 as an applied research group at Appalachian State University to provide research support for faculty, staff, and the State Energy Office of North Carolina. Housed in Research and Graduate Studies, the Energy Center explores energy issues as related to building science, renewable energy, public policy, and economic development with most notable accomplishments including authorship of the North Carolina Energy Plan. Partnering with leaders in the state, The Energy Center maintains working relationships with The NC Fuel Cell Alliance (NCFCA); the Renewable Energy for Economic Development (REED) Alliance; The A&T University Center for Energy Research Technology (CERT); and The NCSU Solar Center. Most recently in the news, the Energy Center sponsored the first Zero Energy Home in North Carolina, by contributing program coordination and technical support for this innovative and affordable passive solar Habitat for Humanity House in Hickory, NC. Dennis Grady, Director, gradydci@appstate.edu.

Proposed Southern Appalachian Environmental Research and Education Center (SAEREC). SAEREC’s mission will be reconciliation of local and regional economic development with conservation of those ecosystems that make economic development feasible. SAEREC will have five objectives: (1) Using natural watersheds as functional sampling units to survey and map the presence and quality status of geological, biological, and hydrological resources in western North Carolina; (2) Define and develop case studies of how different development patterns impact different natural resources; (3) Quantify the value of natural resources, such as water quality and biodiversity, for provision of ecosystem services and stimulation of economic development; (4) Develop predictive models of the interaction between ex-urban development and natural resource quality and apply these models in conjunction with “stakeholders” in both conservation and economic development; and (5) Contribute to the scientific education and literacy of southern Appalachian citizens, particularly concerning natural ecosystems, economic development, and innovative ways to concurrently conserve and develop. Steve Seagle, seaglesw@appstate.edu.

The North Carolina Small Wind Initiative (SWI) is a collaborative research and demonstration project supported by Appalachian State University Department of Technology, North Carolina State Energy Office, TVA and the US Department of Energy. Growing out of several years of wind energy research, the SWI is assessing the performance of small wind technology in the region and is providing interested groups (ranging from utility companies to manufacturers, and landowners to state agencies) with advice and information about small wind technology, wind resource assessment, potential energy production, and the economics of wind energy. The SWI is recognized nation-wide among the industry for its Small Wind Research & Demonstration Site on Beech Mountain, testing state-of-the-art turbine technology and demonstrating wind systems currently available on the American Marketplace. This facility features 6 small wind turbine systems suitable for residential, farm, or business applications and provides a truly unique hands-on training experience with educational workshops and seminars. Dennis Scanlon, Director, scanldm@appstate.edu.

The International Experimental Economics and Environmental Policy Conference hosted by Appalachian State University’s Department of Economics in 2004, drawing leading economists from around the world and across the country to explore a wide range of environmental policy issues, including the assessment of environmental services, over-exploitation of a common-resource, disclosure and discovery of environmental violations, wind hazards risks, tradable fishing and emission allowances, and behavioral responses to political and regulatory incentives. Todd Cherry, cherrytt@appstate.edu.
DISTINCTIVE ACADEMIC PROGRAMS

The Appropriate Technology Program is currently the only program of its kind in the nation and has drawn students for over 20 years with interests in wind energy, sustainable transportation, micro-hydro electricity, and solar technology for education and training in these growing technical fields. With graduate and undergraduate programs of study, Appropriate Technology is housed in the Department of Technology, and has been published in national trade magazines for solar research endeavors. With a variety of industry partners, the program is an interdisciplinary one, drawing from the physical and social sciences, as well as engineering, architecture, and technology to provide students with hands-on training experience as energy industries continue to grow. Dennis Scanlin, scanlindm@appstate.edu.

Building Science Program is a cutting edge field of study which explores the complex issues concerning how buildings actually interact with their environment. Particular issues include how to protect building occupants from poor health due to indoor air quality problems, how to prevent building durability problems, and how to create more energy efficient and comfortable buildings. Appalachian State University’s involvement with Building Science Professionals reaches across the state with the NC Healthy Built Homes Program, Energy Star Homes, and the instruction of series of industry training and certificate programs. Jeff Tiller, Director, tilleris@appstate.edu.

The Goodnight Family Sustainable Development Program (SD) at Appalachian State University (ASU) is a fifteen year old academic and outreach program with undergraduate activity doubling over the last 3 years. The program is committed to academic interdisciplinary study, environmental education and awareness, and sustainable community outreach / development. This holistic approach to learning strengthens our student’s overall educational experience and provides them with the multiple skills and values required for real world leadership. SD also operates a Teaching and Research Farm and Agroecology Lab staffed by our agroecologist on 10 acres in nearby Valle Crucis, NC. This farm is committed to experimenting with sustainable agricultural practice and organic / alternative farming for the immediate region. The SD Program is also well-known for working closely with local and regional land restoration / conservation groups, the NC state park service, area businesses, and various governmental and non-profit organizations. Charles Smith, smithc@appstate.edu.

STUDENT PROGRAMS

The ASU Renewable Energy Initiative, a student-led referendum to create a fund for renewable energy projects on campus, received overwhelming support for clean energy with 82% of the voting student body favoring this $5 student fee increase. The purpose of this fund is to demonstrate ASU’s responsible stewardship of this mountain community with the installation renewable energy production technology on campus to increase both awareness and use of clean energy. The REI taskforce is comprised of ASU students, faculty and staff, and has been meeting for one year to research potential projects to utilize this $150,000 pool of student fees. The first year of projects are scheduled to begin Fall 2005, and include possibilities such as solar pool heating, solar electricity, and biodiesel for campus vehicles. Mike Dooraghi, rdg0747@appstate.edu.

The ASU Sustainable Energy Society (ASUSES) was founded in 1995 with the mission to educate, enlighten, and inform students and the community about renewable energy resources. ASU students, graduates, and staff are committed to this mission and are well-known in the local community for the club’s free weekly workshops on topics such as photovoltaics (solar electricity), passive solar building design, wind energy, micro-hydro, electric vehicles, energy efficiency, permaculture, fuel cells, solar cooking, solar food dehydrator, and solar water heating. For three years, ASUSES has been awarded the Farm City Banquet Award for the club’s contributions to a clean energy future for this local mountain community. Brent Summerville, vwshalt@yahoo.com

The Collaborative Biodiesel Project is the newest among ASU’s energy-related contracts, to plan, design, build, and operate a small, high-quality biodiesel processor/reactor. Funded by the Environmental Protection Agency, this program engages Appropriate Technology students in hands-on experience with this growing fuel source. Jeff Ramsdell, ramsellje@appstate.edu,
In order to reach its full potential, the Ecolnstitute will require resources . . .

The most crucial need is space—either a new building or a retrofitted building—to house existing centers and projects (e.g. The Energy Center, the Small Wind Initiative) as well as new ones still in the planning stages (SAEREC).

Some support will come from grants and contracts as well as from a percentage of the indirect costs that are attached to external funding. Other support may come from private donations and endowments.

- **A LEED-certified 40,000 square-foot green building**
  - Administrative offices
    - Director
    - Central staff
  - Flexible laboratory space
    - Research projects will cycle in as grant funding becomes available and out when project is completed
  - Flexible office space
    - Center directors
    - Principal investigators on projects
  - Auditorium for educational programs and community outreach
  - Meeting space and conference rooms

- **Recurring funding**
  - Operating expenses
  - Director’s salary
  - Small central staff serving participating centers and projects
    - Institute receptionist
    - Office manager
    - Project manager
    - Lab manager
    - Post-award/financial services/budget management

- **Endowed Research Professorships**
  - Environmental Research
  - Energy Research
  - Economic Policy Research

- **Research faculty**

- **Postdoc positions**

- **Graduate Research Assistants**

- **Undergraduate Research Scholarships**

**PROJECTED START-UP COST: $10,000,000**
CONTACT INFORMATION

Dr. Stanley R. Aeschleman
Provost and Executive Vice Chancellor
828.262.2070
aeschlemansr@appstate.edu

Dr. Edelma Huntley
Dean of Research and the Graduate School
Chair of the Task Force on Sustainability
828.262.2130
huntleyed@appstate.edu

Dr. Dennis Grady
Director of The Energy Center
Professor of Political Science
828.262.7515

Appalachian State University
Boone, North Carolina 28608
Economic Impact Study, 1997-98

- $6.2M – Direct impact of ASU expenditures on Watauga Co.
- $0.6M – Capital expenditures paid to Watauga Co. contractors
- $16.9M – Total capital expenditures
- $80.9M – Direct impact of ASU employee households
- $70.2M – Direct impact of ASU students
- $31.7M – Direct impact of visitor expenditures
- $189.5M – Total direct impact of ASU on Watauga Co.
- $407.1M – Total direct and indirect impact of ASU on Watauga Co.
- $1.6M/$1.4M – County sales tax revenue to Watauga Co. from ASU employees/students
- $6.9M – Property tax paid to Watauga Co. by ASU employees
Appalachian & The Community Together (ACT)

Building Healthy, Sustainable, and Transformative Campus-Community Partnerships

Todd Mortensen
ACT Community Partner Coordinator

Kara Brown
ACT ImpACT Co-Chair

Presented to the Board of Trustees.
March 30, 2007

Appalachian State University
www.act.appstate.edu

Overview

ACT is ASU’s clearinghouse for community service, service-learning, and community-based research opportunities within the NC High Country area, as well as across the state, nation, and world

• Offer a diverse range of service opportunities for students, groups, and faculty

• Assist faculty members with integrating service projects into their courses

• Empower Community Partners (local agencies) to better serve their clientele

ACT is a member of North Carolina Campus Compact (NCCC), a statewide coalition of 26 colleges/universities that is dedicated to community service, service-learning, and civic engagement initiatives
Programs & Participants

- 8 Service Events/Programs
- 123 Academic Service-Learning Courses
- 42 Work Study & America Reads Tutors
- 40 Students in Leadership & Service Residential Learning Community
- 40 Alternative Spring Break Student Leaders

Programs & Participants

- 30 NC-ACTSI/AmeriCorps Service Interns (300 volunteer hours each)
- 22 Students (Impact Team & Peer Counselors)
- 2,000+ Students visit Community Outreach Center
- 3,000+ Recipients of Bi-Weekly Service Email
Partnerships & Projects

- 130 Community Partners (local non-profit agencies)
- 550 Service Projects in Database
- 42 Community-Based Research Opportunities
- 75+ Community Agency Staff Attending Workshops

Note: Most of these figures grow each year

Community Impact

- 247,612 hours of service (since 2004/2005)
- $4,954,000 value to the community
- $116,000 in funds raised for local agencies
- 75 meals/day for community via Hunger & Health Coalition Food Recovery
  - 39,000 meals over 2 years
- $105,000 in educational awards via NC-ACTS/AmernCorps/NCCC Program

Note: These figures only account for specific and measurable ACTS programs and do not include numerous additional dollars and service hours given by other students, clubs, organizations and classes.
Recent Initiatives

1. Kauffman Foundation Proposal
   The *Entrepreneurship at Appalachian State Initiative* requested $1.5M to infuse entrepreneurial principles and training throughout the institution and better prepare the university community for success in the New Economy.

2. 2007 ARDI Leadership Summit—June 11, 2007
   (ASU-ECU-ECSU-UNCP-WCU Chancellors; Billy Ray Hall; Jim Fain; Valeria Lee, Judith Cone; and Eva Klein)

3. Appalachian Enterprise Center
   ARDI/SBTDC/Energy Center/Advantage West/SCORE/Watauga EDC

4. ASU Economic Development Outreach Planning Group
   Purpose: To apply ASU’s academic and research capabilities to promote sustainable economic growth in the region.

5. Development of College of Business Center for Entrepreneurship
   - Beginning Fall, 2007, a new concentration in Entrepreneurship with five courses.
   - New faculty member hired in Entrepreneurship—Dr. Ben Powell from the University of Alabama in summer, 2007
   - Beginning Fall, 2007 International Entrepreneurship courses with partner institutions in Spain and Austria.

6. Split Rail Records


8. Charlotte Federal Reserve To Visit Appalachian State University

   The Board of Directors of the Charlotte Federal Reserve will meet on Appalachian’s campus (Broyhill Inn & Conference Center) July 16-17, 2007 and will host a luncheon for local community, business, political, economic development, academic and other leaders within a 50-mile radius of Boone. ASU supplied the guest list of 300 names.
Continuing Initiatives

1. **WNC Economic Index**
   The Western North Carolina Economic Index provides an account of monthly economic conditions for 25 western North Carolina counties.

2. **High Country Business Network**
   A regional support system for small businesses and entrepreneur development in the High Country. Encompasses eight counties (Wilkes, Alleghany, Ashe, Watauga, Avery, Mitchell, Yancey, and Caldwell)

3. **Watauga Entrepreneur Development Partnership**
   Start Your Own Business Workshops
   75 people registered for fifth series-250 completed workshops-20 new businesses

4. **Developing certification program for Advantage West economic development teams in 22 counties.**

5. **ASU Energy Center/Environmental Sciences**
   - Leader in drafting NC State energy policy
   - Leader in alternative and sustainable energy research in North Carolina
     Landfill reclamation/methane gas recovery, Wind energy, Passive solar, Advanced components-aviation (Wilkes Community College/Martin Marietta/Smith Aerospace) and Ginn Company

6. **Regional Outreach Programs**
DIRECTORY OF COMMUNITY SERVICE, CULTURAL AND EDUCATIONAL OUTREACH AND ECONOMIC DEVELOPMENT

Appalachian
STATE UNIVERSITY
Appalachian State University is built on the cornerstones of teaching, research and service to the community. Our faculty and staff members provide valuable resources in terms of their expertise, research and guidance.

In this directory, you will find more than fifty programs or resource collections that help improve teacher training and the public's health; nurture first-generation college students; advise and support the region's economic development initiatives; and provide enrichment in terms of arts, music and cultural outreach.

We are pleased to offer this directory as a resource for your economic development, educational, and health and human services needs.

Sincerely,

Kenneth E. Peacock
Chancellor
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Community Service Outreach

Appalachian College Awareness Program
The College Awareness Program serves as a clearinghouse of information and activities related to improving access to higher education access in the state. Its programs include the Western NC Network for Access and Success, Upward Bound and Gear Up.
Contact: Chuck Bowling
Address: Box 32087
Appalachian State University
Boone, NC 28608-2087
Telephone: (828) 262-2846
E-mail: bowlingcd@appstate.edu
Web address: www.gocollege.appstate.edu/index.htm

Appalachian and the Community Together
Appalachian and the Community Together (ACT) is the university's clearinghouse for community service, service-learning, and community-based research opportunities in the region, as well as the state, nation and world. The office offers diverse opportunities for individuals and student groups to get involved in human services and environmental advocacy, as well as assist faculty members and community partners with integrating community service projects into their academic courses and local agencies.

Community Service Coordinator: Jenny Koehn
Address: Box 32034
Appalachian State University
Boone, NC 28608
Telephone: (828) 262-2045
E-mail: koehnjr@appstate.edu
Web address: www.act.appstate.edu/

Community Partner Coordinator: Todd Mortensen
Address: Box 32034
Appalachian State University
Boone, NC 28608
Telephone: (828) 262-2193
E-mail: mortensenct@appstate.edu

Service-Learning Coordinator: Shari Galiardi
Address: Box 32034
Appalachian State University
Boone, NC 28608
Telephone: (828) 262-2193
E-mail: galiardisl@appstate.edu

Appalachian Family Innovations
Appalachian Family Innovations is a specialized study center associated with the Reich College of Education that works to preserve and strengthen families by inspiring transformations that break cycles of abuse and neglect. Headquartered in Morganton, AFI helps families reach their potential by conducting social research into the causes and best practices in treating child abuse and neglect; designing innovative, comprehensive services for children and families; and by offering training,
consultation, evaluation, and publications that help other providers improve the social service delivery system for children and families. AFI has offices in Asheville, Lenoir, Morganton and Winston-Salem.
Contact: Gary Timbers
Address: 203 Avery Avenue
Morganton, NC 28655-3102
Telephone: (828) 433-7176
E-mail: gary.timbers@familyinnovations.org
Web address: www.familyinnovations.org/

**Appalachian Foster Grandparent Program**
The Appalachian Foster Grandparent Program provides low- and middle-income volunteers age 60 and above the opportunity to provide support services to children from infants to teenagers who have special emotional, social or educational needs. The volunteers work 20-40 hours a week, and receive a small stipend and travel and meal reimbursement for their services. The program serves a five-county area that includes Alleghany, Ashe, Avery, Watauga, and Wilkes counties.
Contact: Wanda Brooks
Address: PO Box 605
Jefferson, NC 28640
Telephone: (336) 246-4898
E-mail: brookswf@appstate.edu

**Appalachian GEAR UP Partnership**
(Gaining Early Awareness and Readiness for Undergraduate Programs)
The national GEAR UP initiative works to accelerate the academic achievement of middle and secondary school students so that increasing numbers will graduate from high school and enroll and succeed in college. Appalachian’s GEAR UP program serves schools in the Alleghany, Avery, Burke and Hickory school systems.
Contact: Michelle Boisclair
Address: Box 32152
Appalachian State University
Boone, NC 28608-2152
Telephone: (828) 262-6942
E-mail: boisclairm@appstate.edu
Web address: www.gocollege.appstate.edu/gu/index.htm

**Appalachian Retired Senior Volunteer Program (RSVP)**
The Appalachian Retired Senior Volunteer Program provides volunteers to work in a variety of agencies and institutions and provides tangible benefits to Lenoir and surrounding areas. The RSVP program works to meet otherwise unmet human, educational, environmental and public safety needs without displacing existing vendors.
Contact: Brenda Bentley
Address: P.O. Box 972
Lenoir, NC 28645
Telephone: (828) 754-3000
E-mail: bentleybb@appstate.edu
Appalachian Senior Companion Program
Appalachian Senior Companion Program volunteers do simple chores, provide transportation to medical appointments and offer social contact to the homebound and those in nursing homes or other institutions. They also receive a stipend and transportation and meal reimbursements. The program serves a five-county area that includes Alleghany, Ashe, Avery, Watauga, and Wilkes counties.
Contact: Debbie Wellborn
Address: PO Box 605
Jefferson, NC 28640
Telephone: (336) 246-4898
E-mail: wellbrnda@appstate.edu

Parent to Parent Family Support Network of the High Country
Parent to Parent Family Support Network of the High Country provides information and support to families of children and youth with disabilities, behavioral and emotional challenges, chronic health conditions, and to families grieving the loss of a child. The program is sponsored locally by Appalachian and is an affiliate of the Family Support Network of North Carolina. Located in the Children's Developmental Services Agency of the Blue Ridge the program serves Alleghany, Ashe, Avery, Mitchell, Watauga, Wilkes, and Yancey counties.
Contact: Kaaren Hayes
Address: 150 Den-Mac Drive
Boone, NC 28607
Telephone: (828) 262-6089
E-mail: hayeskl@appstate.edu
Web address: www.parent2parenthighcountry.org

Sustainable Development Outreach Program
The Sustainable Development Outreach Program, part of the Goodnight Family Sustainable Development Program, works with local communities in Watauga, Ashe and Avery counties to establish land use and economic development initiatives. The program has helped communities develop plans for watershed and farmland protection and sustainable micro-enterprise development. The outreach program also assists initiatives in sustainable agriculture, promotes Appalachian traditions and culture, and works closely with regional land trust and conservation organizations.
Contact: Tommy Walsh
Address: 207 Dale Adams Road
Sugar Grove, NC 28679
Telephone: (828) 297-4799
E-mail: walshlw@appstate.edu
Web address: http://www.susdev.appstate.edu/outreach/

Upward Bound
Upward Bound is an academic support program funded by the U.S. Department of Education’s TRIO Programs division. The mission of this program is to provide the necessary support for economically disadvantaged and/or first generation high
school students to complete high school, enroll in college, and successfully obtain a four-year college degree.

Contact: Chuck Bowling or Matt Ruble
Address: Box 32087
Appalachian State University
Boone, NC 28608
Telephone: (828) 262-2846
E-mail: bowlingcd@appstate.edm, rublemw@appstate.edu
Web address: www.gocolflege.appstate.edu

Western North Carolina Network for Access & Success
Established by a grant from the Appalachian Regional Commission, the Western North Carolina Network for Access Success is a collaborative network comprised of Appalachian, UNC Asheville and Western Carolina University. The network will serve as a clearinghouse of information and data related to higher education access improvement activities in the state, serving the entire Appalachian region of North Carolina. WNCAS will provide opportunities for high schools to apply for mini-grants to improve high school graduation and post-secondary enrollment.

Contact: Joni Petschauer
Address: Box 32087
Appalachian State University
Boone, NC 28608
Telephone: (828) 262-3878
E-mail: petschaejrjw@appstate.edu

Cultural Outreach

An Appalachian Summer Festival
An Appalachian Summer Festival is a month-long festival featuring music, dance, theatre and the visual arts. Held every July, the festival attracts a large and diverse population of visitors, as well as local and seasonal residents—and for more than a decade, has been named one of the "top 20 events in the southeast" by the Southeast Tourism Society.

Contact: Denise Ringler
Address: Box 32045
Appalachian State University
Boone, NC 28608
Telephone: (828) 262-6084
E-mail: weissbergrdr@appstate.edu
Web site: www.appsummer.org/

Department of Theatre and Dance
The Department of Theatre and Dance offers a variety of theatre and dance performances from classical to modern. Performances are presented in Valkborg Theatre and I.G. Greer Studio. Admission generally is $10 for nonstudents and $6 for students. The Appalachian Young People's Theatre works in partnership with communities and public schools of Northwestern North Carolina to bring high-quality, affordable live theatre experiences to young audiences who otherwise see little or no
theatre. The Appalachian Dance Ensemble is a student-performing group associated with the dance program in the Department of Theatre and Dance.
Contact: The Department of Theatre and Dance
Address: Box 32123
Appalachian State University
Boone, NC 28608
Telephone: (828) 262-3028
E-mail: asutheatre@appstate.edu
Web site: www.theatre.appstate.edu/performances/season.html

**Hughlene Bostian Frank Visiting Writers Series**
The Visiting Writers Series brings authors of poetry, fiction and drama to campus each year to present public readings and discussions of the writer’s craft.
Contact: Susan Weinberg, Joseph Bathanti
Address: Box 32052
Appalachian State University
Boone, NC 28608
Telephone: (828) 262-2871, (828) 262-2337
E-mail: weinbergsc@appstate.edu
bathantjr@appstate.edu

**Mariam Cannon Hayes School of Music**
The Mariam Cannon Hayes School of Music presents more than 150 free concerts, and faculty and student recitals on campus each year, as well as 30 programs off campus. In addition, the Community Music School provides non-credit music instruction for children and adults in the community as well as surrounding Western North Carolina counties.
Contact: Dr. William Harbinson
Address: Box 32096
Appalachian State University
Boone, NC 28608
Telephone: (828) 262-3020
E-mail: music@appstate.edu
Web site: www.music@appstate.edu

**Performing Arts Series**
The Performing Arts Series, a program of the Office of Arts & Cultural Programs, enriches, expands and enhances the cultural climate of the university and the regions community through the ongoing presentation of intellectually and aesthetically challenging programs which may not otherwise be available. These programs will supplement, support and enhance the ongoing academic curriculum at Appalachian, and expand audiences' awareness of and accessibility to the arts.
Contact: Denise Ringler
Address: Box 32045
Appalachian State University
Boone, NC 28608
Telephone: (828) 262-6084
E-mail: weissbergdr@appstate.edu
Web address: www.oca.appstate.edu
**Catherine J. Smith Gallery**

Located within Farthing Auditorium, Catherine J. Smith Gallery is committed to researching, exhibiting and interpreting objects, activities and documents which are part of the visual arts. Gallery hours are weekdays 10 a.m. to 5 p.m. and during special events held in Farthing Auditorium.

Contact: Jody Servon  
Address: Box 32057  
Appalachian State University  
Boone, NC 28608  
Telephone: (828) 262-7338  
E-mail: servonjm@appstate.edu  
Web address: www.art.appstate.edu/cjs/

**Turchin Center for the Visual Arts**

The Turchin Center for the Visual Arts supports Appalachian's teaching mission through a combination of exhibitions, educational programs and community outreach. Through its programs and partnerships, the center supports the university's role as a key regional educational and cultural resource, and offers a dynamic space where participants experience and incorporate the power and excitement of the visual arts into their lives. Gallery hours are 10 a.m. to 6 p.m. Tuesday-Thursday, noon-8 p.m. Friday and 10 a.m. to 6 p.m. Saturday. In addition, the Turchin Center's Community Art School offers workshops throughout the year for adults and students. The Lunch and Learn Series is an informal lunch-time program that provides community members the opportunity to learn more about work in the current exhibitions or related subjects.

Contact: Hank Foreman  
Address: Box 32139  
Appalachian State University  
Boone, NC 28608  
Telephone: (828) 262-3017  
E-mail: turchincenter@appstate.edu  
Web address: www.turchincenter.org

**Watauga County Arts Partnership**

The Office of Arts and Cultural Programs is one of three members of a partnership program committed to sharing arts programming with every Watauga County student in grades K-12. In collaboration with two other partners, the Watauga Public Schools and the Watauga County Arts Council, the project presents free matinee performances for the county's students at all grade levels, as well as workshops, master classes, and artist residency programs in the schools.

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Address: Box 32045  
Appalachian State University  
Boone, NC 28608  
Telephone: (828) 262-6084  
E-mail: weissbergdr@appstate.edu  
Web address: www.oca.appstate.edu/
Economic Support and Development

Appalachian Enology and Viticulture Services Center
Located in the College of Arts and Sciences'
Department of Chemistry, the center serves the basic
and advanced analytical and research needs of
winegrowers in North Carolina, to provide specific,
general, and industry-wide development and support to
advance the market strength of the state’s wine industry.
Contact: Dr. Grant Holder
Address: Box 32036
Appalachian State University
Boone, NC 28608
Telephone: (828) 262-2757
E-mail: holdergn@appstate.edu

Appalachian Regional Development Institute (ARDI)
ARDI is an applied research and public service program of the university. Through
ARDI, the university makes its resources, faculty and professional staff available to
address economic, business, government, and social issues and problems related
to regional development. ARDI also provides a range of training and continuing
education programs, including workshops, courses, seminars and conferences.
Although its primary geographic area of operation is Western North Carolina, ARDI
also addresses state, national and global issues relevant to regional development.
Contacts: Mike Almond, Chilton Rogers, Kinney Baughman
Address: Box 32131
130 Poplar Grove Rd. Connector
Appalachian State University
Boone, NC 28608
Telephone: (828) 262-6161
E-mail: malmond@skybest.com, rogersc@appstate.edu,
baughmankr@appstate.edu
Web address: www.ardi.appstate.edu/

Appalachian State University Energy Center
Housed within the College of Graduate Studies and Research, the center is an
applied research and public service program through which the university makes its
resources, faculty and professional staff available to address economic, business,
government and social issues and problems related to renewable energy policy,
technology and development.
Contact: Dr. Dennis Grady
Address: Box 32131
Appalachian State University
Boone, NC 28608
Telephone: (828) 262-7515
E-mail: gradydo@appstate.edu
Web address: www.energy.appstate.edu/
Biodiesel Research and Education Projects
The Appalachian State University Collaborative Biodiesel Project is a student-led initiative that is partially funded by an award from the U.S. Environmental Protection Agency. The project is developing a closed loop biodiesel processing facility that provides for its own energy needs, and recycles its waste products. The project's goal is to create a sustainable biodiesel processor model that can be easily replicated by others. This project, along with other biofuels work conducted by faculty from the technology, chemistry and biology departments, is reaching out to regional farmers and entrepreneurs to provide the research and technical assistance necessary to increase biofuels production and use in the state.
Contact: Dr. Jeff Ramsdell
Address: Box 32122
Appalachian State University
Boone, NC 28608
Telephone: (828) 262-7243
E-mail: ramsdellje@appstate.edu
Web address: www.biodiesel.appstate.edu/index.php

Center for Applied Research in Emerging Technologies
The Center for Applied Research in Emerging Technologies provides opportunities for businesses to interact with researchers, faculty, and students on emerging technology issues. The center provides targeted research to meet business needs, executive education, consulting match-ups with faculty, faculty presentations on current research topics, working paper publication and distribution, round-table discussions, seminars, colloquia, faculty fellowship programs, with executives in residence, conference sponsorship, internship management and support, and access to graduating students. The center is located in the Walker College of Business’s Department of Computer Information Systems.
Contact: Department of Computer Information Systems
Address: Box 32049
Appalachian State University
Boone, NC 28608-204
Telephone: (828) 262-2034
E-mail: caret@appstate.edu
Web address: www.caret.appstate.edu/

Center for Entrepreneurship
The Center for Entrepreneurship provides opportunities for students across campus to learn about entrepreneurship through expanded educational offerings and experiences where they can interact with entrepreneurial organizations in the region and around the world.
Contact: Bryan Toney
Address: Box 32089
Appalachian State University
Boone, NC 28608
Telephone: (828) 262-6196
E-mail: toneybc@appstate.edu
Web address: www.entrepreneurship.appstate.edu
North Carolina Small Business Technology and Development Center

The North Carolina SBTDC is a business and development service of the University of North Carolina system. The Appalachian-Foothills Regional Service Center is hosted by Appalachian’s Walker College of Business and maintains offices on-campus and in Hickory, providing university outreach to a 14-county region of North Carolina. The SBTDC provides management counseling to established firms, high growth companies and later stage start-up businesses. Specific assistance areas include strategic planning, marketing, financial management, loan application, capital formation issues, and general business management.

Contact: William L. Parrish Jr.
Address: Box 32114
Appalachian State University
Boone, NC 28608
Telephone: (828) 262-2492
E-mail: parrishwl@appstate.edu
Web address: www.sbtdec.org/

Thomas W. Reese Center for Graphic Arts and Imaging Technology

The Thomas W. Reese Center for Graphic Arts and Imaging Technology will compliment and work with the university's current Graphic Arts and Imaging Technology (GALT) program. The center will expand opportunities for students and faculty at Appalachian to engage in training opportunities related to the graphic arts industry. In addition, the center will help deliver industry-related programs to professionals throughout the region working in the field.

Contact: Dr. Sid Connor, chairman of the Department of Technology
Address: Box 32122
Appalachian State University
Telephone: (828) 262-3111
E-mail: connorsg@appstate.edu

WNC Renewable Energy Initiative

WNCREI is a public service program, sponsored by the university and the NC State Energy Office, to raise awareness about the benefits and feasibility of renewable energy in the southern Appalachian region. The program operates a wind research and development facility on Beech Mountain; an anemometer loan program to help citizens develop a better understanding of the state’s wind resources and to provide information to interested land owners about the viability of producing electricity with residential scale wind technology;
and workshops, classes and community events to make renewable energy technology more familiar and accessible to the region’s residents.
Contact: Dr. Dennis Scanlin
Address: Box 32122
Appalachian State University
Boone, NC 28608
Telephone: (828) 262-7333
E-mail: wind@appstate.edu
Web address: www.wind@appstate.edu

♦ Educational Outreach and Support

Adult Basic Skills Professional Development (ABSPD)
ABSPD works to improve the quality of basic reading, writing and math skills by training basic skills trainers, administrators and instructors throughout the state. ABSPD provides a professional development structure upon which all North Carolina community college basic skills instructors can build a successful literacy program. It is estimated that the ABSPD Project’s Summer Institutes, which operate out of the Reich College of Education, impact more than 8,000 ABS instructors annually. ABSPD’s summer institutes follow a three-year cycle that focuses on reading, writing and mathematics. ABSPD also provides professional development for community-based literacy organizations, publication of training manuals, production of CD-Roms and videos, and numerous workshops throughout the state.
Contact: Dianne Barber
Address: Box 32047
Appalachian State University
Boone, NC 28608
Telephone: (828) 262-2384
E-mail: barberdb@appstate.edu or infoabspd@appstate.edu
Web address: www.abspd.appstate.edu/

Appalachian English Language Institute (APPELI)
APPELI, part of the College of Arts and Sciences, provides quality English instruction to help international students improve their English speaking, listening, reading and writing skills. Staff members are trained in the latest methods of teaching English as a second language.
Contact: Dr. Richard McGarry
Address: Box 32052
Appalachian State University
Boone, NC 28608
Telephone: (828) 262-2932
E-mail: mcgarryrg@appstate.edu
Web address: www1.appstate.edu/~/mcgarryr/

Appalachian Learning Alliance
The Appalachian Learning Alliance is a partnership between Appalachian State University and 10 regional community colleges in Western North Carolina. The alliance is designed to meet identified baccalaureate and graduate degree needs by providing degree-completion programs on the community college campuses.
The Appalachian Learning Alliance is intended to meet local and regional education needs and work force development requirements.
Contact: James Reeves
Address: Box 32054
Appalachian State University
Boone, NC 28608
Telephone: (828) 262-6518
E-mail: reevesjm@appstate.edu
Web address: www.ext-dl.appstate.edu/ala.html

**Appalachian Regional Bureau of Government**
The Appalachian Regional Bureau of Government serves local and regional governments and law enforcement personnel enabling them to function more effectively. Services include: in-service training, technical assistance, research and information. Educational programs sponsored by the bureau are offered in the areas of law enforcement, budgeting, financial and personnel management, planning, tourism, zoning and land use planning, historic preservation, and environmental concerns.
Contact: Mona R. Brandon
Address: Box 32107
Appalachian State University
Boone, NC 28608
Telephone: (828) 262-3014
E-mail: brandonmr@conrad.appstate.edu

**Carol G. Belk Library and Information Commons**
North Carolina residents at least age 18; part-time residents who own property in Ashe, Avery, Burke, Caldwell, Catawba, Watauga and Wilkes counties, and Appalachian alumni regardless of place of residence can apply for a community users card for Carol G. Belk Library and Information Commons. The card costs $10 annually and provides borrowing privileges for the library’s browsing and main stacks and movies collections. In addition, some of the library’s non-circulating collections, such as the Reference Collection, Appalachian Collection and Stock Car Collection are available for community members to consult within the library. Librarians and staff at the library’s Reference Information Desk are glad to assist community visitors with brief information questions. Please check with the library about parking options in the parking deck adjacent to the library on weekdays from 7 a.m. to 5 p.m. The parking deck is open to non-university visitors after 5 p.m. on weekdays, and on weekends. A coffee shop is located in the atrium of the library.
Contact: Ann Viles, Associate University Librarian
Brantley Risk and Insurance Center
The center directs research activities toward problems and questions of interest to the insurance industry; assists the industry in the design and delivery of training and continuing education programs; and helps educate the public as to the role of insurance in modern life and the function and activities of the insurance industry.
Contact: Dr. David C. Marlett
Address: Box 32058
Appalachian State University
Boone, NC 28608
Telephone: (828) 262-2849
E-mail: marlettdc@appstate.edu
Web address: www.insurance.appstate.edu/

Cannon Music Camp
Cannon Music Camp, based in the Mariam Cannon Hayes School of Music, provides the most comprehensive course of musical instruction in the Southeast, with intensive college preparatory work in performance and music theory. The four-week summer camp stresses ensemble performance, and provides experiences in choir, orchestra, band, jazz, and chamber music.
Contact: Dr. Stephen M. Hopkins
Address: Box 32031
Appalachian State University
Boone, NC 28608
Telephone: (828) 262-4091
E-mail: coffeykp@appstate.edu
Web address: www.cannon.appstate.edu

Center for Appalachian Studies
The Center for Appalachian Studies, was established in 1978 to coordinate and promote curriculum offerings, public programs, and research activities on the Appalachian region. The center works to illuminate and sustain the region’s rich history, cultures, communities and ecology. The center encourages research and collaborative projects with local scholars, community groups and other organizations concerned with the region’s past, present and future.
Contact: Dr. Patricia D. Beaver
Address: Box 32018
Appalachian State University
Boone, NC 28608-2018
Telephone: (828) 262-4089
E-mail: beaverpd@appstate.edu
Web address: www.appstudies.appstate.edu
Center for Judaic, Holocaust and Peace Studies
The Center for Judaic, Holocaust, and Peace Studies was founded in 2002 to
develop new educational opportunities for students, teachers and the community.
The center seeks to strengthen tolerance, understanding and remembrance by
increasing the knowledge of Jewish culture and history, and by teaching the history
and meaning of the Holocaust.
Contacts: Dr. Rennie Brantz and Dr. Zohara Boyd
Address: Box 32146
Appalachian State University
Boone, NC 28608
Telephone: (828) 262-2311
E-mail: holocaust@appstate.edu
Web address: www.holocaust@appstate.edu

Dark Sky Observatory
Dark Sky Observatory is the research facility of the College of Arts and Sciences
used by faculty and their students to conduct observational research in astrophysics.
Established in 1981, the observatory is located
about 20 miles northeast of Boone. A planned
visitor center will provide a public access program
that will bring viewing opportunities to everyone in
the region.
Contact: Dr. Dan Caton
Address: Box 32106
Appalachian State University
Boone, NC 28608
Telephone: (828) 262-2446
E-mail: catondb@appstate.edu
Web address: www.dancaton.physics.appstate.edu/Observatories/DSO/index.htm

Financial Planning Center
The Financial Planning Center housed in the Walker College of Business offers
undergraduate and executive certificate programs in the area of financial planning.
Contact: Ivani C. Roten PhD, CFP®
Address: Box 32058
416 Howard Street
Appalachian State University
Boone, NC 28608-2058
Telephone: (828) 262-6943
E-mail rotenic@appstate.edu
Web address: www.fp.appstate.edu/

Institute for Senior Scholars (ISS)
The Institute for Senior Scholars is a year-round lifelong learning program sponsored
by the Office of Conferences and Institutes in the Division of Continuing Education.
ISS provides a rich learning experience at a modest cost for its members through a
diverse variety of intellectual, cultural, outdoor and social programs. More than 100
events are scheduled throughout the year. ISS is designed for participants age 50
and older who are retired or partially retired and who share a love of lifelong learning.
Kellogg Institute
The Kellogg Institute for the Training and Certification of Developmental Educators is the nation's oldest continuous advanced training program for developmental educators and learning skills specialists. The program consists of an intensive, four-week summer residency and a supervised practicum following the residency that is carried out at the participant's home campus. The residency includes four seminars on such topics as Assessment and Placement, Designing Learning Environments, Leadership and Academic Support Services Relating to Developmental Education, Outcomes Assessment and Program Evaluation. The institute is intended as an advanced professional training program to assist practitioners in expanding their knowledge of the field and improving their own developmental or learning assistance program.
Contact: Dr. Hunter Boylan
Address: Box 32098
Appalachian State University
Boone, NC 28608
Telephone: (828) 262-3057
E-mail: boylanhr@appstate.edu
Web address: www.ncde.appstate.edu/kellogg.htm

Math and Science Education Center
The Math and Science Education Center works to increase the quality and quantity of mathematics and science teachers in North Carolina public schools; strengthens instruction in mathematics and science in grades K-12; sponsors research and development in mathematics and science education; and increases the use of educational technology in schools.
Contact: Dr. Phillip Johnson
Address: Box 32091
Appalachian State University
Boone, NC 28608-2091
Telephone: (828) 262-3185
E-mail: johnspne@appstate.edu
Web address: www.msec.appstate.edu/

Mathematics Education Leadership Training (MELT)
The MELT program provides support and professional development for high school mathematics teachers in Western North Carolina and throughout the state. The program currently has three initiatives: Weeklong Summer Institutes focused on teacher professional development on timely topics such as the use of technology
in the classroom; the MELT Scholars program, designed to develop teacher-leaders who can then share their expertise in their districts and region; and Cain Scholarships for teachers who are pursuing their education and need financial assistance.

Contact: Dr. Doug Jones
Address: Box 32092
Appalachian State University
Boone, NC 28608
Telephone: (828) 262-2862
E-mail: melt@math.appstate.edu
Web address: www.melt.appstate.edu/

**Martha Guy Summer Institute**
The Martha Guy Summer Institute, based in the Walker College of Business, helps high school students develop a better understanding of business principles and opportunities. Approximately 25 students from across the state are selected each year to participate in the institute. They attend classes and seminars on campus and meet various business leaders. Students also travel to New York City.

Contact: Deanne Smith
Address: Box 32037
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Boone, NC 28608
Telephone: (828) 262-6221
E-mail: mgsi@appstate.edu
Web address: www.business.appstate.edu/career/MGSI.asp

**F. Kenneth & Marjorie J. McKinney Geology Teaching Museum**
The McKinney Geology Teaching Museum was established in 1998 to supplement the Department of Geology's teaching mission. The museum provides exhibits used in teaching college-level geology courses and conducts public outreach to help the general public better understand geologic processes and contemporary geologic events. The museum is open weekdays from 8 a.m. to 5 p.m. when the university is in session.

Contact: Dr. Andy Heckert
Address: Box 32067
Appalachian State University
Boone, NC 28608
Telephone: (828)-262-7609
E-mail: heckertab@appstate.edu
Web address: www.mckinneymuseum.appstate.edu/

**N.C. School Health Training Center**
The North Carolina Comprehensive School Health Training Center is committed to strengthening the quality of health education within a coordinated school health program. The training center provides professional development throughout the state for teachers, nurses, counselors, administrators, and public health educators to reduce health-risk behaviors in children and adolescents. Those risks include HIV/
STD/teen pregnancy, tobacco use, violence and poor nutrition.
Contact: Dr. Donna Breitenstein
Address: Box 32047
Appalachian State University
Boone, NC 28608
Telephone: (828) 262-6625
E-mail: breitenstein@appstate.edu
Web address: www.ncshtc.appstate.edu/

Office of Conferences and Institutes
The Office of Conferences and Institutes provides conference management services to organizations on and off campus, and designs and develops programs to meet university and community needs. Professional and experienced staff can assist with conferences, workshops and camps, and meetings of professional associations and civic organizations.
Contact: Jan Johnson
Address: Box 32042
Appalachian State University
Boone, NC 28608-2042
Telephone: (828) 262-3045
E-mail: johnsnjw@appstate.edu
Web address: www.conferences-camps.appstate.edu/

Office of Extension and Distance Education
The Office of Extension and Distance Education is a liaison between the region and the various colleges, divisions and departments of the university in delivering educational services to its constituents in field-based settings. The office promotes and develops off-campus graduate and undergraduate degree credit programs, and provides administrative services which meet the needs of a diverse undergraduate and graduate student population.
Contact: Tom Fisher
Address: Box 32054
Appalachian State University
Boone, NC 28608
Telephone: (800) 355-4084
E-mail address: fishertw@appstate.edu
Web address: www.ext-dl.appstate.edu/

Public School Partnership
The Appalachian State University Public School Partnership has as its goal the development of a strong collaborative program among the members of the partnership, which include public schools in an eight-county area. Members have agreed to work closely as equals for the purpose of making educational improvements in areas that are of mutual concern to the partners. Attention is given to enhancing the preparation of teachers as well as to the continuing professional development of teachers. Shared decision making exists as members work toward educational initiatives and improvements within the partnership schools.
Contact: Dr. Linda McCalister
Address: Box 32047
Health and Human Services Programs

Be Active North Carolina/Appalachian Partnership
Through a five-year grant from Be Active North Carolina and its founding sponsor, Blue Cross and Blue Shield of North Carolina, the Be Active North Carolina/Appalachian Partnership is assessing the needs and challenges that face Western North Carolina related to physical activity. Collaborating with community partners, the program provides resources and programming for schools, worksites, childcare centers, and community organizations in western North Carolina, as well as offering research and student learning opportunities for Appalachian faculty and students.
Contact: Susan Tumbleston
Address: Box 32150
Appalachian State University
Boone, NC 28608
Telephone: (828) 262-7155
E-mail: beactive@appstate.edu
Web address: www.beactivenc.org/

Human Performance Lab
Part of the Department of Health, Leisure and Exercise Science, the lab focuses on cardiorespiratory assessments such as VO2 max and resting metabolic rate, body composition measurements using DEXA, underwater weighing, and bioelectrical impedance. VO2 determinations can be made on either a treadmill or cycle ergometer, via stationary or portable metabolic analysis systems.
Contact: Dr. David Nieman
Address: Box 32071
111 River St., Holmes Convocation Center Room 054
Appalachian State University
Boone, NC 28608
Telephone: (828) 262-3142
E-mail: niemandc@appstate.edu
Web address: www.hles.appstate.edu/labs/human_performance/index.htm

Institute for Health and Human Services
The Institute for Health and Human Services provides research, clinical services, and training programs to meet the needs of students, faculty, and the region. The institute also promotes advancement of knowledge through research and the utilization of that knowledge to improve the delivery of health and human services. The institute
increases access to university clinical services and supports clinical internships.
Contact: Dr. John Turner
Address: Box 32102
Appalachian State University
Boone, NC 28608
Telephone: (828) 262-6148
E-mail: turnerjm@appstate.edu
Web address: www.ihhs.appstate.edu/

Marriage and Family Therapy Clinic
The Marriage and Family Therapy Clinic provides individuals, couples, and family/child therapy. Therapists are advanced graduate students from the Department of Human and Psychological Counseling who are specializing in marital and family therapy. Faculty members from the department closely supervise the therapy. Services are provided free of charge to students. The clinic will reopen in late 2007 in the Institute for Health and Human Services in University Hall.
Contact: Jon Winek
Address: Box 32102
Appalachian State University
Boone, NC 28608
E-mail: winejk@appstate.edu

Psychology Clinic
The Psychology Clinic is a specialty clinic sponsored by the Department of Psychology. The clinic offers clinical services to children and adolescents with AD/HD referral concerns, including comprehensive, state-of-the-art diagnostic assessments and assessments for learning disabilities. Interventions for individuals and families with AD/HD or learning problems are available. Fees for evaluations range from $500 to $850. Insurance companies or Medicaid may provide reimbursement for services received at the psychology clinic.
Contact: Dr. Hank Schneider
Address: Box 32109
Appalachian State University
Boone, NC 28608
Telephone: (828) 262-6639
E-mail: schneiderhg@appstate.edu
Web address: www1.appstate.edu/Psychology_Clinic.html

Charles E. and Geneva S. Scott Communication Disorders Clinic
The Charles E. and Geneva S. Scott Communication Disorders Clinic provides diagnostic and remedial/therapeutic services in the areas of audiology, and speech and language pathology. All services are available to persons of all ages in the region. The clinic provides prevention, assessment, and treatment of speech, language, swallowing, and hearing disorders, serving people from infancy to geriatrics. The clinic also functions as a laboratory for students in the communication disorders and teacher education programs. There is presently no charge to Appalachian students for these services, otherwise the Communication Disorders Clinic is a fee-for-service clinic. The clinic will file insurance forms for various third-party providers. Services are not denied based solely on a client’s inability to pay.
Contact: Mary Ruth Sizer
Address: Box 32041
Appalachian State University
Boone, NC 28608
Telephone: (828) 262-2185
E-mail address: sizermr@appstate.edu
Web address: www.cdclinic.appstate.edu/
The Turchin Center for the Visual Arts supports the mission of Appalachian State University through regionally significant exhibitions, education, and collection programs. Underlying the center's mission is the belief that the arts play vital roles in the development of creative and critical potential, and in experiencing, interpreting, understanding, reflecting, and shaping culture. The center provides a place to investigate these roles by implementing programs that engage the Appalachian community in the appreciation and ownership of the arts, and an emphasis is placed on partnerships with the university's academic areas. Through its programs and partnerships, the center supports the university's role as a key regional educational and cultural resource, and offers a dynamic space where participants experience and incorporate the power and excitement of the visual arts into their lives.

A special thank-you to our Media Sponsors...

[Ad images]
The Community Art School

To implement the education programs of the Turchin Center for the Visual Arts, the center has founded The Community Art School. The mission of the Community Art School is to make the visual arts more accessible to the greater Boone community by providing opportunities to experience the visual arts in a dynamic, meaningful and personal way. The purpose of this program is twofold: to enrich the lives of the participants by providing experiences that are both educational and therapeutic, and to build an audience that recognizes the importance of the arts in experiencing, interpreting, understanding, recording and shaping culture.

Artist residencies, community art workshops, and a strong connection to the university's Department of Art are all part of the center's programming plans. The center's focus on teaching and strengthening a sense of community is exemplified in its dynamic Community Art School programs, which include:

A.S.K. - Art in Support of Kids
In partnership with local agencies like the Appalachian State University Child Development Center, the Watauga Youth Network, and the Watauga County Public Schools, the center develops opportunities for Pre-K, K-12, and special needs children. No matter what age, each program helps students learn more about art, the world around them, and themselves.

Appalachian Summer Festival Workshops & Camps

Appalachian Summer Festival Workshops for Kids

Appalachian Summer Festival Workshops for Teens and Adults

Art After School
Offered in partnership with the Appalachian State University Department of Art, this program is designed to stimulate imagination, encourage creativity, develop perceptual awareness, and nurture a global perspective of visual culture in children ages 6 to 12. Participants experience a wide range of art methods and materials.

At Risk Youth
This program targets at risk youth in Watauga County. Art education students meet with participants in the Watauga Youth Network for visual arts activities.

Express Yourself
Express Yourself is a series of workshops designed by the Turchin Center for the Visual Arts with Appalachian State University's Expressive Arts Therapy Program and Art Department to provide children and adults with developmental disabilities with opportunities to explore their feelings, develop their creativity, promote self-confidence, build their social networks through group participation, and have fun through various arts activities.

Lunch & Learn
This series of lunchtime programs provide an opportunity for community members to gather together, enjoy a bag lunch, and learn

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more about work in the current exhibitions or related subjects. These informal get-togethers are a fun and friendly way to explore art.

**Programs for Children**

**Programs for Teens and Adults**

**Programs for the Developmentally Disabled**

**Saturday Sessions**
Saturday Sessions offer fun and educational information for children ages 4 to 12. Programs build on the exhibitions of the center, and offer students a chance to enjoy a great time with others while learning about art. Classes are taught by Art Education faculty and students.

**Saturday Sessions for Teens and Adults**
Saturday Sessions for Teens and Adults build on the exhibitions of the center, and offer students a fun and educational opportunity to enjoy a great time with others while learning about art. Classes are taught by Art Education faculty and students.

**Spring Workshops**

**Summer Workshops**

**Summer Workshops for Adults**
Summer workshop fun is not just for kids. This summer, the Community Art School also offers a variety of creative and challenging workshops for older teens, adults and seniors!

**TCVA Film Series**

**Young at Art**
Young at Art programs often focus on current exhibitions, but also address special topics selected by the participants and workshop leaders. The Turchin Center partners with several local agencies to offer area seniors and other adults a chance to learn more about contemporary art, and to create their own masterpieces. Classes are open for public registration, are held once a month on Mondays and Wednesdays.

In addition, the Community Art School also offers tours, workshops, and support materials for children and adults, which provide an exciting way of viewing and understanding the center's featured exhibitions; an expressive arts therapy program; continuing education programs for community artists, focusing on such topics as grant-writing, portfolio development and art marketing; artist residencies in partnership with local schools and arts councils, which bring the visual arts into the lives of the community, while showcasing the work of area artists; and "Teacher Training in the Arts," a program offering college-level training for the public school teachers of tomorrow, by providing them with training and resources they can bring into their future classrooms.

The Community Art School is supported by a generous grant from the Helen M. Clabough Charitable Foundation.

For more information on The Community Art School, please contact Community Art School Coordinator Dr. Gayle Weitz at 828.262.3017, or email weitzgm@appstate.edu.

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Barriers

- Little room in Boone for campus growth
- Overall funding and revenue levels
- Political representation (historically)
- Permission to establish a physical presence in Hickory
- Cost of housing (faculty and staff recruitment and retention)

Needs

- Equity adjustments in funding
- Faculty and staff salary funding
- Faculty support (e.g., research startup) funding
- Education Building
- Health Professions Building
- EcoInstitute Building
- General Classroom Building
- Physical plant R & R (including HVAC efficiencies)
- On-campus student housing
- Support for graduate students
- Campus security
- Parking