COMPREHENSIVE DEVELOPMENT PLAN
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INTRODUCTION

1.1   ECSU History

Elizabeth City State University (ECSU) was founded on March 3, 1891, when House Bill 383 was enacted by the North Carolina General Assembly, establishing a Normal School for the specific purpose of "teaching and training teachers of the colored race to teach in the common schools of North Carolina." The Bill was sponsored by Hugh Cale, a black Representative from Pasquotank County.

Between 1891 and 1928, curricula and resources were expanded under the leadership of Peter Wedderick Moore. Enrollment increased from 23 to 355 and the faculty from 2 to 15 members by the time Dr. Moore retired as President-Emeritus on July 1, 1928.

Under the leadership of John Henry Bias, the second president, who served from July 1, 1928 until his death on July 15, 1939, the institution was elevated from a two-year normal school to a four-year teachers college in 1937. The institution's name was officially changed to Elizabeth City State Teachers College on March 30, 1939, and the mission was expanded to include "the training of elementary school principals for rural and city schools." The first Bachelor of Science degrees (in Elementary Education) were awarded in May 1939.

A vocational-technical program was organized in 1957. Curricular offerings were expanded between 1959 and 1963 from a single elementary education major to 12 additional academic majors.

Currently, ECSU offers 37 baccalaureate degree programs in the basic arts and sciences, and selected professional and pre-professional areas, and 4 master's degree programs through four schools—the School of Arts and Humanities; the School of Business and Economics; the School of Education and Psychology; and the School of Mathematics, Science and Technology. ECSU's graduate degree programs include: Master of Education in Elementary Education; Master of School Administration; Master of Science in Biology with concentrations in Applied Biology and Education leading to "M"

licensure; and Master of Science in Mathematics with concentrations in Applied Mathematics, Remote Sensing, and Education leading to "M" licensure. The two newest undergraduate degrees, Aviation Science and Pharmaceutical Science are signature programs at ECSU.

The college was granted full membership in the Southern Association of Colleges and Schools in December 1961. Its accreditation has since been reaffirmed. The name changed from Elizabeth City State Teachers College to Elizabeth City State College by the General Assembly in 1963. Effective July 1, 1969, the college became Elizabeth City State University. In 1971, the General Assembly redefined The University of North Carolina system with all sixteen public senior institutions, including ECSU, becoming constituents of The University of North Carolina, effective July 1972.

When ECSU first began operation on January 4, 1892, with 23 students, it did so in rented quarters with a budget of $900. Currently, the university is situated on 114 acres which represent the campus proper. Another 68 acres comprise the former farm on Weeksville Road (N.C. 34); a 639-acre tract in Currituck County helps preserve the nation's diminishing wetlands and provides for educational research; and 35 acres serve residential or expansion purposes. There are also small sites in Utah and Virginia used, respectively, for geological instruction and institutional enhancement.

In the fall 2010, the university made history with its highest enrollment ever of 3,307 students. There are 862 acres of land, of which 200 represent the campus proper. As of December 2011, more than 17,500 degrees, undergraduate and graduate, have been conferred. ECSU has developed and implemented new baccalaureate programs in Pharmaceutical Science, Marine Environmental Sciences, Aviation Science, Communication Studies and Graphic Design. Additionally, for the first time in the history of the institution, new graduate degree programs in School Administration, Biological Science and Mathematics were established. Organized

research and programs have more than doubled since the last funding cycle. These

accomplishments affirm our commitment to teaching, research and community engagement.
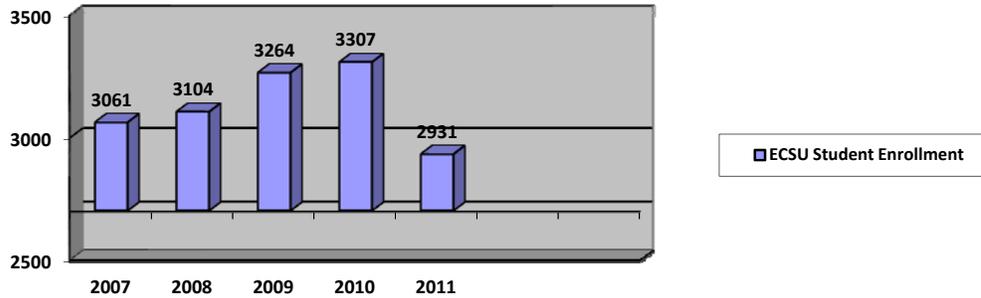
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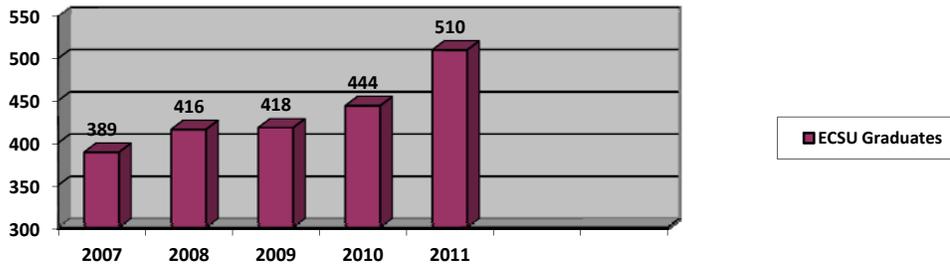
Figure 2

As ECSU's history continues to evolve, highlights include: a doctor of pharmacy degree in

collaboration with UNC-Chapel Hill (August 2005); master's degree programs in *Elementary*

Education, Education Administration, Biology, and *Mathematics*; 3 new baccalaureate degree

programs—*Pharmaceutical Science, Aviation Science and Graphic Design*; two endowed

professorships—the E. V. Wilkins Endowed Professorship in Education and the Marshall A.

Rauch Endowed Professorship in Biology; Washington Monthly's 2011 College Guide has

ranked Elizabeth City State University fifth in its "Top 50 Baccalaureate Colleges." The US

News and World Report's 2012 Edition of Best Colleges rankings list ECSU as second in the

Top Public Schools Regional Colleges (South) category. The Best Colleges report listed the

university as #14 among the nation's Historically Black Colleges and Universities--three notches higher than last year's rank.

Capital improvements included the completion of the Pharmacy School Complex (2010), the new Education and Psychology building (2011). The New Student Union, a student commuter facility adjacent to campus was completed in 2008. A new residence hall for students is scheduled to be completed in the fall of 2012.

1.2   ECSU Mission Statement

Elizabeth City State University, a constituent institution of the University of North Carolina, offers baccalaureate, graduate, and professional programs for a diverse student body. The institution's rich heritage provides a firm foundation for its educational endeavors, as well as its role in serving the needs and aspirations of individuals and society.

Through teaching, research, and community engagement, Elizabeth City State University provides a student-centered environment, delivered in a manner that enhances student learning, while preparing its graduates for leadership roles and lifelong learning. The university is also a leader in facilitating sustainable economic growth, while safeguarding the unique culture and natural resources of the region.

1.3   ECSU Vision Statement

ECSU, a constituent institution of the University of North Carolina, will be the premier public institution serving northeastern North Carolina, providing affordable academic programs and services of exceptional caliber in a nurturing environment. The university will attract and retain a diverse and highly qualified faculty that will educate and lead our students to become productive members of a global and increasingly interdependent society. ECSU will continue to be a leading partner in enhancing educational and cultural opportunities and improving the economic strength in the region.

1.4   Academic Programs Offered

Preparing students holistically - the full measure of personal, professional, and social development of our students, faculty, and staff is an integral part of the ECSU philosophy: "to live is to learn." Currently, ECSU offers 37 baccalaureate degree programs in the basic arts and sciences, and four master's degree programs in Elementary Education, Biology, Mathematics, and School Administration. ECSU also offers a doctor of pharmacy degree in collaboration with the Eshelman School of Pharmacy (UNC Chapel Hill). The Aviation Science degree is a signature program at ECSU. It is the only Aviation program in North Carolina. Currently, the university is completing the requirements to establish a degree in Public Administration on the undergraduate and graduate levels. The School of Business and Economics is on the verge of developing the first online degree in Business Administration at ECSU. The establishment of online degrees at ECSU will be a momentous accomplishment and should get us one step closer to sustainability. The university's goal is to continue its mission of providing outstanding instruction, research opportunities and community outreach projects.

1.5   University Organizational Chart

ECSU_Org_Chart_Updated_3/12/12 by HR & IERA
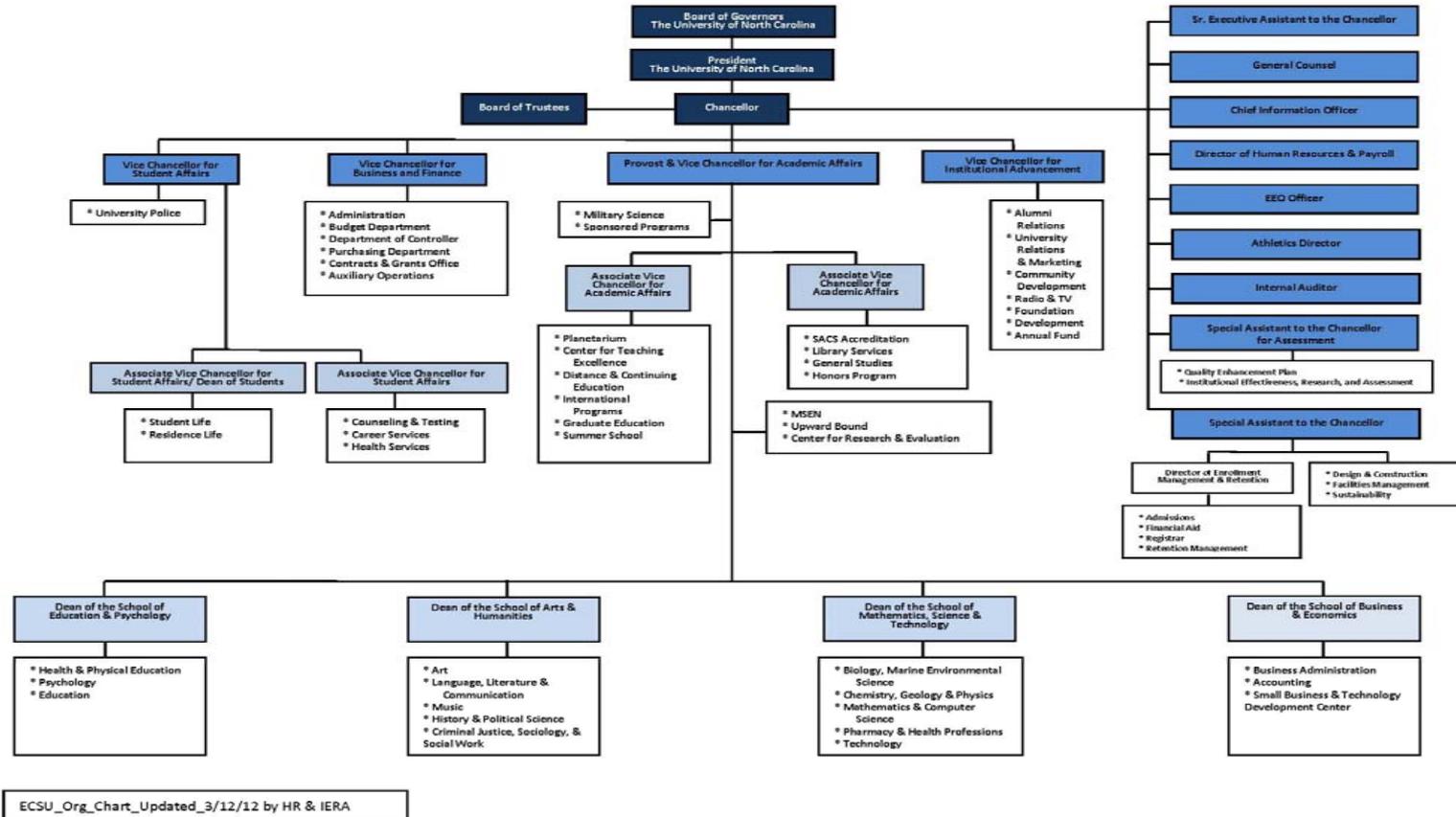
1.5   Institutional Environment, Enrollment Trends, and Economic Factors

For over a decade, ECSU enrollment has steadily increased over time, but the new Admissions criteria mandated by the UNC system in 2011 resulted in a decrease in student enrollment (for the first time since 1998). The University has expended efforts to increase enrollment, retention and graduation rates only to be thwarted by new mandates. As a result of restricted finances, ECSU's buildings are in need of repair. Outdated lab and classroom furnishings make ECSU's technology inferior where students are used to state-of-the-art technology in some cases. In order for ECSU to remain competitive and able to attract the caliber of student necessary for diversity in the classroom, our technology must be enhanced. Faculty and staff have obtained external funds from federal, state and private agencies to supplement the insufficient budget. However, additional resources are required to bring ECSU up to the desired global competitive level.

In 2009 and 2010, the G.R. Little Library staff conducted a Library quality survey with students and faculty. Survey results for both years indicated that the Library's spaces were inadequate to meet the needs of users; the most frequent comment being that more group study spaces and areas for collaboration were needed. Currently, most of the G.R. Little Library's space allocations for patrons reflect the traditional library model that assumes students study quietly and alone in individual study rooms and single person study carrels. However, the tables and rooms that are available for collaborative study are inadequate to meet customer demands, for technological reasons, such as no computer hook-ups, or simply because there are not enough of them.

1.6   Major Obstacles or Deficiencies that Inhibit the Institution from Becoming Self-Sufficient

A. **Financial Stability**- Many of the challenges confronting ECSU are attributed to a need

for increased financial resources. ECSU's enrollment has consistently increased.

However, the university's infrastructure has not kept up with enrollment. As a result of

new admission criteria mandated by the UNC University system, ECSU's enrollment

decreased in 2011 for the first time since 1998 (as shown in figure 1). Many of the

students are from rural areas of North Carolina with limited resources. ECSU serves the

21 poorest counties in the state; consequently, many of our enrollees have deficiencies in

basic areas of mathematics and reading. Often, the University has to provide remedial

courses to bring these students up to a level where they can succeed. The decreased

enrollment has had an adverse effect on the institution's resources. Tutoring, mentoring

and coaching programs are needed to enhance the students' skills that have deficiencies

and bring them up to par educationally. Aggressive enrollment management and

retention efforts are required to increase the number of new freshmen admitted as well as

ensure that students are retained and graduate in a timely manner.   Additionally, the state

of North Carolina has consistently reduced the university's budget resulting from

declining revenues which puts a major strain on our resources.

B. **Institutional Management**-ECSU has 11 classroom buildings on campus that have not

been renovated in over 15 years. The roof and HVAC systems in several of these old

buildings are in need of repair. There have been issues with air flow in older buildings

that increase the chance of developing mold and other air quality related problems.

Additionally, security has become an issue. ECSU has 63 buildings on campus and only

13 of them have key-card access to allow University Police to remotely monitor and

secure campus buildings readily in the event of an emergency. ECSU has a small

security staff that must monitor the entire campus. Establishment of cameras and a

command center that is manned by one or two officers can assist in monitoring areas that

are prone to incidents. The additional surveillance can provide officers a view of several

areas at once and dispatch assistance where needed instead of having officers patrol large

areas and waiting until they happen upon an incident where, in many cases, the

perpetrator has left the scene and little evidence. Securing the remaining buildings with

key-card entry access allows security officers to monitor the flow of traffic entering and

exiting the buildings. Installing key-card entry on all buildings in conjunction with

camera surveillance will provide the level of security required in today's society which

will have a direct impact on retention.

In an effort to strengthen the university's information technology (IT) infrastructure,

ECSU will use Title III funding to transition to a campus-wide "Cloud Computing"

environment using a methodical, phased implementation approach. By deploying

powerful centralized servers with standard applications accessible to all users through

thin client workstations, campus IT staff will no longer have to physically access

individual user machines on campus for routine maintenance (e.g. software upgrades and

installations). Instead they will simply maintain the latest software versions on the

central servers, which users will then access through the "cloud".   IT staff will

implement this environment in stages, and will slowly replace outdated PCs and laptops

during the 5-year performance period with the newer, more streamlined thin client

architecture for campus users. These measures will both strengthen campus computing

power and allow the IT staff to greatly increase their efficiency without the need for additional personnel.

C. **Academic Quality**-We are now dealing with a generation of students that learn differently than the last. ECSU has fallen behind in upgrading technology to keep up with the increasing digital divide. Technology upgrades are needed at ECSU to enhance the student and faculty educational experience. Distance Learning degrees are also an area where ECSU has lagged behind as a result of technology insufficiencies. Many students now have to work full-time and have little time to go to class and pursue a degree. However, development of on-line degrees will greatly curtail the issue of time management. Some of our students come from public and private schools that have state-of-the-art technology and ECSU has some classrooms that are still using the black board and chalk. It becomes a retention issue when the student's have better technology than the faculty.

In order to enable our graduates to compete globally, we have to provide the type of environment that fosters leadership, critical thinking and technological expertise so that our graduates can qualify for jobs in any area of the world. As faculty continue to assign more collaborative assignments in order to prepare students for the competitive job market, the need for students to have collaborative tools and spaces where they can search for and interact with academic information is only going to increase. The library is an excellent place to foster this collaborative learning environment, but physical changes to the library space, furniture, and technology will need to take place to create the most successful collaborative environment.

D. **Student Outcomes**- Elizabeth City State University realizes the urgency to manage

retention, and graduation rates – particularly in an ever-increasing competitive

environment. It is also important to outline how the Institutional Mission Statement,

Institutional Strategic Plan, and Strategic Enrollment Plan are connected. Areas that

impact the embellishment of academic resources and student services are providing an

environment to enhance student learning; integrating outreach and engagement into

academic support services; and producing graduates that are prepared for leadership roles

and lifelong learning in a global society. Some of the obstacles to successful student

outcomes are:

- Insufficient number of staff to implement the retention efforts (Currently, we only have one person dedicated solely to retention management.)
- Lack of sustained staff training and professional development particularly, in areas of technological updates such as for Banner Management
- Insufficient resources to maintain an automated degree audit process in the Registrar's Office

While progress has been made in ECSU's retention rates (for first-time, full-time

students), for several reasons, the University did not reach the goal of 80% proposed in

the 2007-2012 funding cycle. During the 2007-08 academic year, unfortunately, there

was a personnel change in the retention office leaving a gap in the retention efforts as the

coordinator was the only person assigned to the role of retaining students. Given that the

University recognizes the importance of retaining and graduating increasing numbers of

students, the retention coordinator's position was reevaluated. This resulted in the

University hiring a full-time Director of Retention during the latter part of the 2008-09

academic year. As such, the University was without a retention leader for over nine

months. During this transitional period, retention work remained stagnant. The

University also recognized that retention work is comprehensive and campus-based, and

it requires the effort and commitment of more than one person. In consequence, during

the 2009-10 year, the University assigned additional staff to the Office of Retention. A

full-time associate director of Retention was hired along with a full-time administrative

assistant. In parallel, part-time student retention assistants were also employed to serve as

additional outreach and engagement support to students at-risk of academic failure.

During this period, the retention rate decreased from 76% to 73%.

As a result of the 2009-2010 reorganizational undertaking, the results of our efforts have

been impactful. At this time, the retention rate for fall 2011 is 77%. Clearly,

restructuring the Office of Retention and offering consistency in services to our students

has engendered a necessary increase. Following this premise, the expectation of meeting

an 80% retention rate by September 30, 2017, is realistic and achievable.

Other barriers for achieving Growth and Self-Sufficiency also include insufficiencies in

Radio and Television Services. These services provide hands-on experience for our

students in the Language, Literature and Communications disciplines. With increasing

enrollment in these programs, an expansion of program offerings through additional HD

(high definition) multicast channels will provide programming of various other formats,

and generate greater financial support through program underwriting and private support.

ECSU will facilitate Television Services' completion of transition from an analog

operation to digital through the renovation and upgrading of edit labs, studio, and control

rooms. The station will also require additional funding to purchase and install the

equipment and technology needed to sustain routine maintenance of the TV facility and

hardware/software compatible with potential industry changes.

1.7   Graduate/Professional School Placement Success

ECSU has consistently increased the number of its graduates entering graduate school.

As the economic climate changes, students find it necessary to further their education.

Many students enter undergraduate programs with the expectation that graduate school

will follow. The job market has changed and in order for our students to be globally

competitive, they are encouraged to finish their undergraduate program in a timely

manner and continue on to graduate or professional school. ECSU's graduate school

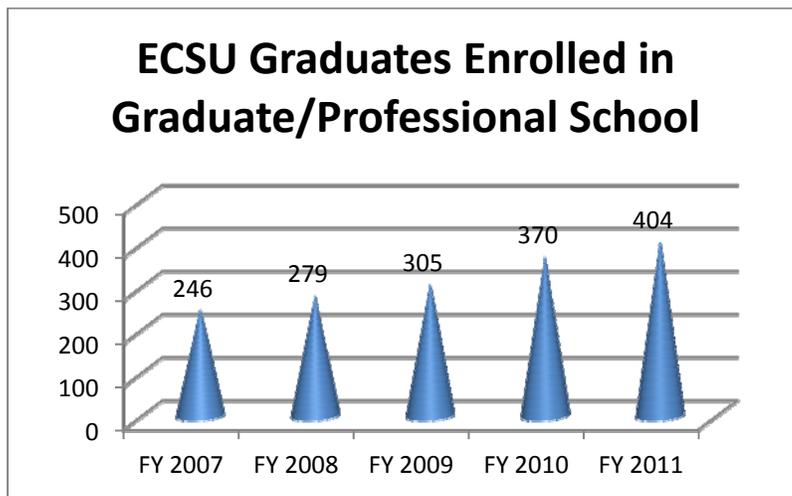enrollment has increased from 246 to 404 from 2007-2011as well.

ECSU Graduates Enrolled in Graduate/Professional School

Figure 3

2.   SUMMARY OF INSTITUTION'S PLANNING PROCESS

2.1   Description of ECSU Planning Process

Elizabeth City State University links into the overall University of North Carolina (UNC) system process through the Office of the President's long range Planning Process. As part of the system wide planning process, ECSU's Chancellor sends instructions to each division for input from faculty and staff. Each unit is involved in the planning process. The individual departments and schools submit their plans through their division heads and ECSU's planning councils for hearings by the Administrative Council and recommendations by the Chancellor to the university's board of trustees. Additionally, ECSU's Chancellor provides input into the system-wide process during the UNC system President's budget workshops using information he has obtained through the campus budget hearings and the recommendations of the university's administrative Council.

ELIZABETH

2.2   Major Institutional Priorities

ECSU is a constituent institution of the University of North Carolina system and accordingly, the institutional priorities are integral to the system priorities. The UNC system's priorities are 1) academic success and accountability; 2) research; 3) fundraising; 4) create more online learning courses and degrees; 5) serve all students; 6) unleash faculty creativity for problem solving. The university's goals are parallel to the goals of the UNC system as noted in the table below.

UNC Priorities	ECSU Priorities
Academic success and accountability	Our graduates
Research infused in classroom	Our environment
Private fundraising	Our communities and their economic transformation
Online learning	Public Education
Provide service to all students	Higher Education access
Unleash faculty creativity for global problem solving	Global readiness
	Our health

	Our University's outreach and engagement
	Our Diversity

Figure 4

3. OVERVIEW OF CURRENT LONG-RANGE PLAN

3.1 Major Emphases for Current Planning Period

- Implement the Quality Enhancement Program (QEP) as mandated for SACS
- Distance Learning Degrees
- Improving Library services
- Enhance financial internal controls and reporting
- Streamline admission and registration processes

3.2 Institutional Goals for Current Planning Period

- **Global Readiness:** ECSU will offer high-quality degree programs in a student centered environment and will deliver them in a manner that enhances student learning and prepares graduates to be globally competitive leaders in the 21st century.

- **Higher Education Access:** ECSU will, through its outreach programs and retention efforts, provide access to higher education for all citizens of North Carolina. ECSU recognizes that learning is a life-long process and thus provides opportunities for developing more joint and shared degree programs while making education more accessible and affordable.

- **Public Education:** ECSU will remain actively engaged in supporting the 21 county school systems of northeastern North Carolina through initiatives and programs to improve classroom instruction, curriculum development, and K-12 professional development.

- **Our Communities and Their Economic Transformation:** ECSU will foster collaborative relationships with regional partners to facilitate sustainable economic growth in the region.

- **Our Environment:** ECSU will be proactive in collaborating with its community partners to improve the quality of life for current and future generations in northeastern North Carolina by addressing climate change, sea-level rise, and other environmental issues critical to the region.

- **Our University's Outreach and Engagement:** ECSU will be more progressive in integrating outreach and engagement into its academic and support services to enrich the students, faculty, staff, and citizens of northeastern North Carolina.

- **Our Health:** ECSU will work to reduce disparities in health by strengthening the health services and available resources for citizens in northeastern North Carolina and its surrounding constituents.

- **Our Diversity:** ECSU will be committed to creating diversity in all aspects of University life.

- **Our Graduates:** ECSU will produce graduates that are prepared for leadership roles and lifelong learning in a global society.

4. CDP FOCUS

4.1 Focus Areas Targeted for Improvement using Title III Funds

<u>**A.**</u> Current status: Baseline Data
  - Retention rate 77%

  - Properly secured buildings; 13 out of 63

  - 20 inadequate Library spaces

- Inadequate Technology

- Additional training needs for faculty and staff

- Manual and inadequate admissions and registration processes

- Lack of sustained staff training and professional development particularly in areas of technological updates such as for Banner Management

- Currently ECSU has no online degrees available

- Only 5 of the 37 majors accredited in their discipline

- QEP implementation only 5% complete

B. Goals for end of 2017 funding cycle

- Increase retention rate to 80%

- Improve and secure all buildings and Library spaces

- Improve campus technology and provide sufficient training for faculty and staff

- Establish 2 online degrees

- Complete QEP implementation and SACS reaffirmation as well as degree discipline accreditations

4.2   **CDP Goals for Current Planning Period**

In planning for the upcoming 2007-12 funding cycle, the ECSU administration identified the top priority for implementation of Title III. Working cooperatively with the Administrators of each of Division, ECSU has identified the following CDP focus areas:

A. Academic Quality

1) Faculty & Staff Development: In addition to the ever-present need for professional development of faculty to keep abreast of developing technologies,

many junior faculty members and professional staff also need training in basic

topics such as "Classroom Management Skills", "Best Practices for Job

Performance", "Multitasking and Time Management" or other areas of work

performance that strengthen the university.

2) Distance Learning: ECSU will provide global access, educating students to be

competitive in the 21st century.

3) Teacher Preparation: Part of the ECSU vision statement is for the institution to be

"be distinguished by having the best undergraduate teacher preparation program

in the state". Title III funds will be used to enhance current efforts in retaining

students in the Teacher Education program and preparing graduates of our School

of Education and Psychology for the classroom.

4) Faculty Retention: ECSU will attract and retain outstanding faculty and staff with

high professional standards, dedicated to excellence in teaching, scholarly

productivity, service and commitment to students

5) Retention Efforts: ECSU's faculty, staff and students will collaboratively

strategize and implement programs that enhance student learning and assist with

retention efforts. Tutoring, counseling, orientation workshops, advising and other

activities that improve the students' academic success will be implemented.

B. Institutional Management

1) Accreditation: ECSU received reaffirmation of the SACS requirements in the

last funding cycle. Going forward, support for this accreditation effort will be

priority number one during the next five-year cycle in order to meet and exceed

requirements for the next reaffirmation. ECSU will achieve accreditation of 3

additional academic programs as a retention effort.

2) Library Enhancement: Campus library resources are currently inadequate. The

G.R. Little Library needs access to more databases to strengthen faculty and

student research efforts. Specifically, the library has two spaces that need to be

modified to better meet the technological and collaboration needs of students; a

group study room that needs technology adaptations and 30 individual study

rooms that are in various states of disrepair. The Library's vision is to remove

20 of the individual study rooms and replace them with a group study lab,

incorporating both wired and wireless computer technology as well as furniture

conducive to group collaboration. In addition, the library will convert the group

study room into a collaborative learning lab by adding a large monitor and a

large wired table so that groups can collaborate more effectively to complete

digital assignments in a comfortable environment.

3) Classroom/Building Renovation: Several large lecture halls and conference

room facilities are in need of renovation. Upgrades in audiovisual technology

(electronic classrooms) are needed in order to enhance instruction, as well as

increase the delivery of on-line instruction, which will contribute significantly to

the university's enrollment growth mandate. Additionally, many of the

instructional facilities are in need of repair or classroom/lab furnishings to

enhance the student learning experience and serve as a retention tool.

4) Security Enhancements: Currently ECSU is still using a key entrance system

for many of the buildings on campus which provides little security for the

students, faculty and staff in the event of a threat as many institutions have
experienced in the past. A keyless card entry system and surveillance cameras to
augment the University Police security efforts are needed in order to provide
another level of campus-wide protection.

5) Strengthening Fiscal Management: The University is ever cognizant of
compliance with federal, state and local regulations and the funds will augment
the existing financial internal controls and provide professional development for
staff to remain abreast of updates to requirements assuring that ECSU remains
compliant with audit standards.

6) Enhancing Research Capabilities and Resources: ECSU will support faculty,
staff and students in research, program development and educational experiences
that affect sustainable economic growth in the region.

7) Technology Enhancement: ECSU will enhance technology campus-wide; most
notably through implementation of a high bandwidth, cloud-computing
environment.

8) Outreach: ECSU will continue to implement programs with community partners
in an effort to encourage public school students to develop academic skills and
interest to pursue post-secondary education

4.3   Summary of Title III Activities Selected to Address CDP Goals

1. Strengthening the Division of Academic Affairs (purchase of library materials as well as
tutoring, counseling, and student service programs; construction, maintenance,
renovation, and improvement of instruction facilities; faculty and staff development
enhancing academic instruction, outreach)

(**Goal Addressed: Global Readiness and Higher Education Access**)

This activity will encompass the entire Division of Academic Affairs, providing support to enhance Library services, participate in retention efforts for the university; provide professional development for faculty and staff to keep abreast of best practices in their field and enhance student learning experiences; support outreach to the community encouraging public school students to develop academic skills for pursuing post-secondary education; and renovating instructional facilities for better student services.

2. Strengthening the Division of Business and Fiscal Management- -(funds and administrative management)

(**Goals Addressed: Our Communities and their Economic Transformation and Higher Education Access**)

This activity will provide support for enhancement of internal financial controls and reduction of audit findings for the university. Also included, is support for upgrades to the Banner Financial System to assist with enrollment management, retention, student services and purchasing services.

3. Strengthening the Division of Institutional Advancement-(establishment or improvement of development offices); (the development of academic instruction in disciplines in which black Americans are underrepresented)

(**Priority Addressed: Global Readiness, Higher Education Access and Our Communities and their Economic Transformation**)

This activity will support Radio and TV Station activities that provide hands on experience for students in the Mass Communications curriculum. Additionally, the stations will provide information through broadcasting to the surrounding community.

4. Strengthening the Division of Student Affairs-(tutoring, counseling, and student service programs)

   (**Priority Addressed: Higher Education Access and Our Graduates**)

   The activity will support mentoring, counseling and other programs that improve student success. Security enhancements for the campus are also included. They are including but not limited to:

   - o Key card access
   - o Installation of additional cameras
   - o Security center to monitor camera activity campus wide
   - o Professional development for best practices related to campus security

5. Strengthening the Enrollment Management and Retention-(counseling, and student service programs)

   (**Priorities Addressed: Our Graduates and Our Health**)

   The activity will support: assessment of student progress; programs that increase retention rates for all students; technology enhancements and upgrades to systems for automated student services related to registration, degree audit, advising, drop and add, financial aid, etc.

6. Enhancement of IT Infrastructure

   (**Priorities Addressed: Global Readiness and Our Graduates**)

   Upgrades for IT in all departments; enhancement of network infrastructure and establishment of Cloud Computing on campus will be included in this activity. Provision for infrastructure enhancements to support online degree development will also be included.

7. Enhancement of Research Development

   (**Priorities Addressed: Our Communities and Their Economic Environment, Our Environment and Higher Education Access**)

   The university intends to upgrade technology for Office of Sponsored Programs activities; support professional development for potential grant writers and research staff; and provide support for compliance in order to increase the research capabilities at ECSU. Funds garnered from external sources provide much needed educational programs, student services and community outreach.

8. Project Administration

   (**Priorities Addressed: Public Education and Our Graduates**)

   This activity provides oversight of Title III programs; supports travel for Title III staff; provides technology upgrades to enhance program oversight; and supports program evaluation and assessment for impact of Title III funding.

9. Institutional Effectiveness and Accountability

   (**Priorities Addressed: Public Education and Our Graduates**)

   This activity provides much needed support to assure that ECSU is on target and in compliance for accreditation activities. Additionally, Institutional Assessment technology enhancement is supported for evaluation and assessment of all units of the university.

4.4   Assessment Strategies to Evaluate Progress

- Internal Evaluations- Site visits for each activity are conducted throughout the year to ensure that implementation of programs are on target as well to provide a means to monitor spending.

- External Evaluations-The University enlists the assistance of external evaluators at least biennially to provide feedback on program implementation.

4.5   Priorities and Timeline for Achievement

ECSU plans to develop nine (9) Title III activities to implement the aforementioned focus areas of this proposal. Careful consideration was given to the institutional priorities to determine the most strategic use of funds. More specific details of these activities (such as the objectives, implementation strategies and timetable, budgets, etc.) are contained in the ECSU Title III Strengthening HBCUs Plan of Operation section of this Phase II application package. All activities are to be completed by September 30, 2017.

5.   CONCLUSION

5.1   Future Project Sustainability

ECSU is acutely aware that Title III funding should be used as "seed money" to initiate projects that strengthen the campus infrastructure; that the university should strive to find other revenue streams to sustain these programs in the future; and provide opportunities for implementation of new projects in the future. Similar to other small HBCUs, it has proven to be a challenge for ECSU to institutionalize existing projects due to budgetary constraints. Yet, ECSU has made progress in this area by raising the activities to the Division level so that Administrators that have a vision for each area can strategically build the infrastructure and address entire divisions rather than smaller departments. ECSU will continue to strive to minimize its Title III personnel costs in order to ensure that the bulk of funds received are utilized for campus infrastructure, per the

legislative intent of the program. Additional technology and software will be purchased to streamline processes and eliminate the need for additional personnel in some instances. State-of-the-art classroom and lab furnishings will elevate the university to the global competitive level that high caliber students are accustomed; hence, attract and retain more qualified students. Development of online degrees will allow for global access to a larger market of students and enhance enrollment efforts. Accordingly, an increase in tuition revenue will ensure that ECSU moves closer to sustainability.

5.2 Strategies for Institutionalization/Sustainability

During the 2012-17 funding cycle, the university will embark upon a multi-tiered strategy to address future project sustainability of its funded Title III activities.

5.2.1 Personnel Expenditures:

- Minimize expenditures for personnel by utilizing automated services and/or merging positions where possible

- Prioritize current Title III personnel for future State Budget hearings

5.2.2 Pursuit of External Funding:

- Require funded Activity Directors to pursue other funding sources through grant-writing activities

- Provide technical assistance for faculty and staff to enhance research capabilities

- Support staff development to increase private fund raising capabilities

5.2.3 Gradual decrease in funding of older Activities

- 10% reduction in funding per year for lower priority activities, to ensure that by end of five year cycle they are 50% sustainable on alternate funding sources or phased out.

Accomplishments from the previous Comprehensive Development Plan revealed some strengthening of the university's infrastructure. However, ongoing fiscal constraints in conjunction with other major obstacles and/or deficiencies continue to challenge the university's strategic plan and its efforts towards sustainability. Nonetheless, implementation of this 2012-2017 Comprehensive Development Plan will assist the university in achieving the goals currently included in its Long-Range Strategic Plan through activities designed to address one or more of those goals. Through these activities, the university will become more efficient, increase its capacity to provide better services and position itself to compete locally, state-wide, nationally and internationally for more and better students. As the current Strategic Plan is completed, additional activities will be developed to continue to improve the university's infrastructure and support future initiatives. Additionally, the support of Title III funds will allow ECSU to continue to provide a campus environment that is physically safe, technologically efficient, historically preserved and academically sound. Finally, despite the economic challenges of our state and the nation, Elizabeth City State University is committed to its mission of elevating students through excellence in teaching, research and community outreach and preparing them to emerge stronger for the betterment of their communities, the nation and the world.