Welcome
Nuventive Improve Upgrade
SACSCOC Update
Data Resources and Requests
Survey Updates
  SSOI, GSS, GSES
  NSSE 2021
  First Destination Survey
Nuventive Improve
Assessment Unit Plan

Student Learning Outcomes (SLOs)

- Program SLOs are statements that specify the knowledge, skills, and competencies that students will demonstrate when they complete the academic program.
- Administrative Outcomes are statements that specify the core competencies of an educational program (e.g., retention, enrollment of faculty, test to graduation).
- Outcomes/Performance Outcomes: Outcomes describe statements that specify objectives that align with strategic planning efforts of the college or institution.

Outcomes

Communicating in the Workplace

- Students who complete the University Studies degree program will be able to communicate with individuals in a workplace environment.

Outcomes for Entry-Level Outcomes

- Entry-Level Student Learning Outcome
- Start Date: 3/1/2014
- End Date: 6/30/2014

Means of Assessments


Outcome Measures

- Criteria for Success: More than 80% of UNV 4690 students attain an average score of 4.5 for the program.
- Means of Assessment: Active
- Multiple Means of Assessment: Yes
- Means of Assessment Category: Written Communication
- Data Added: 7/15/2014
- Active: Yes

Related Documents

- Practical Supervising Performance Assessment

Assignment

- Assignment

Public Health Data

- Outcome

Program: B.S. in Public Health Studies
- Start Date: 9/1/2014
- End Date: 8/31/2015
- 5-Year Assessment Cycle: 2013-2018
Assessment Unit Report
SACSCOC
Reaffirmation
2023
<table>
<thead>
<tr>
<th>Activities</th>
<th>Development Timeline</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECU developing a compliance certification and collecting evidence</td>
<td>Summer 2020 – Aug. 2022</td>
<td>Sept. 7, 2022</td>
</tr>
<tr>
<td>ECU developing a new QEP</td>
<td>Fall 2020 – Jan. 2022</td>
<td>Early Feb. 2023</td>
</tr>
<tr>
<td>SACSCOC off-site review</td>
<td></td>
<td>Nov. 1-4, 2022</td>
</tr>
<tr>
<td>ECU developing a focused report to provide additional compliance information identified in off-site review</td>
<td>Nov. 2022 – Jan. 2023</td>
<td>Early Feb. 2023</td>
</tr>
<tr>
<td>SACSCOC on-site review</td>
<td></td>
<td>March 27-30, 2023</td>
</tr>
<tr>
<td>ECU developing a response report to on-site findings, if requested</td>
<td>Apr. – Aug. 2023</td>
<td>Early Sept. 2023</td>
</tr>
<tr>
<td>Reaffirmation decision made by SACSCOC Board</td>
<td></td>
<td>Dec. 2023</td>
</tr>
</tbody>
</table>
Compliance Certification: Workgroup Timeline

Fall 2020: Committee research, policy review, and compliance audit

Spring 2021: Trial data pull, collection and review of initial evidence, policy updating if needed

May – Oct. 2021: First draft of compliance narratives due

May – Dec. 2021: Rolling review of drafts (internal and external)

Jan. – Jun. 2022: Final data pull, final narratives due, and external review
71 narratives within the compliance certification

- 35 finished narratives
- 17 in final editing stage/final documents
- 19 still under construction
Quality Enhancement Plan

- Already Accomplished:
  - Call for QEP concept papers – Fall 2020
  - APA concept paper workshops – Fall 2020
  - Concept papers submitted and reviewed – Spring 2021
  - APA full proposal workshops – Spring 2021
  - Full proposals with campus-wide presentation – Fall 2021
  - Selection of QEP topic – December 2021

- What’s Next:
  - QEP development – January 2022 – January 2023

All Aboard: Building an Inclusive Pirate Nation Through Intercultural Communication
Here’s what we need help with...

- Institutional Planning and Assessment SACSCOC Standards
  - Review and if necessary, revise college descriptions
  - Examples for 8.2.a – assessment of student learning
  - Examples for 8.2.c – assessment of academic support units
  - Assist all educational programs in the random sample to report by **May 15, 2022**
  - Assist support units in the random sample to report by **July 1, 2022**
  - Provide most recent licensure pass rates
SACS 8.2a Educational Programs – Random Sample

- BSOM
  - Ethnic and Rural Health Disparities G Cert
  - Medicine MD
  - Public Health MPH/ Public Health Foundations and Practice G Cert

- CON
  - Nursing BSN
  - Nursing MSN/PM Certs
  - Nursing Practice DNP

- CAHS
  - Health Services Management BS
  - Health Information Management G Cert
  - Physician Assistant MS
  - Rehabilitation and Counseling MS/RC, MTC, VE G Certs
  - Audiology AuD

- SODM
  - Dental Medicine DMD
CET
- Engineering BS
- Industrial Technology BS
- Network Technology MS/CNP, CSP, WD G Certs
- Software Engineering MS

COB
- Accounting BSBA
- Business Administration MBA
- Entrepreneurship UG Cert
- Hospitality Management G Cert
- Management BSBA
- Marketing G Cert

CFAC
- Art MFA
- Communication BS
- Music Education BM

CHHP
- Fashion Merchandising and Consumer Studies BS
- Human Development and Family Science MS
- Medical Family Therapy PhD
- Physical Education BS
- Physical Education Clinical Supervision G Cert
- Public Health BS
- Social Work MSW
SACS 8.2a Educational Programs – Random Sample

**COE**
- Dual Language Immersion Administration G Cert
- Educational Leadership EdD
- Elementary Education K-6 BS
- Elementary Education MAEd
- History, Secondary Education BS
- Library Science MLS
- School Administration MSA
- Teaching Children in Poverty G Cert

**HCAS**
- Business and Technical Communication UG Cert
- Chemistry BA-BS
- English BA
- Geographic Information Science and Technology G Cert
- Geography MS
- Geology BS
- Hispanic Studies MA
- Interdisciplinary Program in Biology, Biomedicine and Chemistry PhD
- Public Administration MPA
- Quantitative Methods for the Social and Behavioral Sciences G Cert
- Sociology MA
- University Studies BS
SACS 8.2c Academic and Student Services – Random Sample

- AA-Academic Outreach, Continuing and Distance Education
- AA-The Graduate School
- CON-Concepts Integration Labs and Learning Resource Center
- HCAS-University Writing Program
- SODM-Offices of Student Affairs and Educational Support and Faculty Development
- SA-Campus Recreation and Wellness
- SA-Counseling and Student Development
- SA-Greek Life
- SA-Health Services
- SA-Student Rights and Responsibilities
- SA-Technology Services
Data Resources and Requests
Data Resources

A variety of reports and data bases are available online from which you can obtain ECU data as well as data on the UNC system and our peer institutions. These reports and data bases are of three types: (1) ECU data resources accessible by permission only; and (2) publicly available data resources located outside of ECU. Descriptions of these types of resources are given below. Click on a category heading to access links to all the resources within that category. Click here to download a list of data resources with details on data elements available in each.

Publicly available ECU data resources

A wide variety of data dashboards and reports are available for anyone to view. These include the University, Strategic Plan, Academic Program Inventory, Rankings & Recognitions, and Diversity Dashboards; CUPA-HR; Faculty Salary Reports; Delaware Study of Instructional Costs and Productivity; Fact Books (both the interactive and historic.pdf versions); current and historic Common Data Sets; and IPEDS Data Feedback Reports for ECU.

ECU data resources accessible by permission only

These data resources require an ECU login (Pirate ID and Password). They include reports housed in ECU's Business Intelligence Center (ecuBIC) as well as those housed within a secure interface called the ECU Analytics Portal. Groups of reports within the ECU Analytics Portal are referred to as desktops; for example, Academic Program Profiles Desktop, and Program-Specific Survey Resources Desktop.
Survey Updates
Survey Updates

- **Survey of Student Opinion of Instruction (SSOI)**
  - Nov 23 – Dec 6
  - Response Rate: 31%
  - Reports released on Dec 20
  - Faculty 180 integration

- **Graduating Senior Survey (GSS)**
  - Nov 8 – Dec 23
  - Response Rate: 27%

- **Graduate Student Exit Survey (GSES)**
  - Nov 8 – Dec 23
  - Response Rate: 43%
ECU participates on a 3-year cycle, most recently in spring 2021

Asks first-year and senior students about participation in programs and activities, how they spend their time, what they gain from attending college

Additional items:
- Topical Module: Career and Workforce Preparation
- Honors Education Consortium
- Response rates, comparison groups

<table>
<thead>
<tr>
<th></th>
<th>East Carolina University</th>
<th>Large Public</th>
<th>UNC and Peers</th>
<th>Carnegie Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year</td>
<td>15%</td>
<td>20%</td>
<td>19%</td>
<td>23%</td>
</tr>
<tr>
<td>Senior</td>
<td>14%</td>
<td>18%</td>
<td>18%</td>
<td>20%</td>
</tr>
</tbody>
</table>
National Survey of Student Engagement

**Engagement Indicators**

Engagement Indicators (EIs) provide valuable information about distinct aspects of student engagement by summarizing students’ responses to sets of related survey questions. (Component items are listed on the next page.)

<table>
<thead>
<tr>
<th>Theme</th>
<th>Engagement Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Challenge</strong></td>
<td>Higher-Order Learning</td>
</tr>
<tr>
<td></td>
<td>Reflective &amp; Integrative Learning</td>
</tr>
<tr>
<td></td>
<td>Learning Strategies</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td><strong>Learning with Peers</strong></td>
<td>Collaborative Learning</td>
</tr>
<tr>
<td></td>
<td>Discussions with Diverse Others</td>
</tr>
<tr>
<td><strong>Experiences with Faculty</strong></td>
<td>Student-Faculty Interaction</td>
</tr>
<tr>
<td></td>
<td>Effective Teaching Practices</td>
</tr>
<tr>
<td><strong>Campus Environment</strong></td>
<td>Quality of Interactions</td>
</tr>
<tr>
<td></td>
<td>Supportive Environment</td>
</tr>
</tbody>
</table>

**High-Impact Practices**

High-Impact Practices (HIPs) represent enriching educational experiences that can be life-changing. They typically demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and other students, encourage collaboration with diverse others, and provide frequent and substantive feedback. NSSE reports student participation in six HIPs: three for both first-year students and seniors, and three for seniors only (see below).

<table>
<thead>
<tr>
<th>High-Impact Practices</th>
<th>First-year</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service-learning</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Learning community</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Research with faculty</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Internship or field experience</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Study abroad</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Culminating senior experience</td>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>

Note: Survey wording is on the next page.
Results will be displayed in the IPAR Business Intelligence App

Student Success Conference on Friday, January 28

“Academic Success and Engagement of Fall 2020 First-time First-year College Students at ECU: How do They Compare to Fall 2019 Cohort and their National Peers “

First Destination Survey
Welcome to the online home of Institutional Planning, Assessment and Research (IPAR)

IPAR collects, analyzes, warehouses, and disseminates data about East Carolina University. IPAR facilitates and enhances university-wide strategic and operational planning, assessment, evaluation and research activities to ensure compliance with accreditation standards and support high quality institutional decision-making, effectiveness and continuous improvement.