Welcome
Assessment Reporting Update
Strategic Planning Refresh

Program Reviews 2022-2023
Survey Update
Nuventive Improve
Assessment Reporting Update
104 units were reviewed by the I-ARC (80 educational programs, 24 support units).

We calculate the percentage of No responses by unit (Number of Nos divided by possible number of Nos).

Range from 0% No to 100% No.

Grouped units:
- 30 units with less than 10% No.
- 47 units with 10-39% No.
- 27 units with more than 40% No – Received a targeted email with request to meet for consultation.
## Support Units with < 10% No Responses

<table>
<thead>
<tr>
<th>Units with 0% No</th>
<th>Units with &lt;10% No</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHHP Family Therapy Clinic/Medical</td>
<td>AA Division of Academic Success</td>
</tr>
<tr>
<td>Family Therapy Research Academy</td>
<td></td>
</tr>
<tr>
<td>SA Counseling and Student Development</td>
<td>BSOM Office of Student Affairs</td>
</tr>
<tr>
<td>SA Dining Services</td>
<td>COE Assistive Technology Center</td>
</tr>
<tr>
<td>SA Student Rights and Responsibilities</td>
<td>CON Counseling</td>
</tr>
<tr>
<td></td>
<td>DHS Personnel Administration</td>
</tr>
<tr>
<td></td>
<td>SA Career Services</td>
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<td>SA Dean of Students Office</td>
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</tbody>
</table>
### Educational Programs with < 10% No Responses

<table>
<thead>
<tr>
<th>Units with 0% No</th>
<th>Units with &lt;10% No</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSOM Public Health MPH – Public Health Found. And Practice G Cert</td>
<td>COB Hospitality Management BS</td>
</tr>
<tr>
<td>CAHS Rehabilitation Services BS</td>
<td>HCAS Criminal Law and Legal Process Minor</td>
</tr>
<tr>
<td>CHHP Kinesiology MS</td>
<td>HCAS Cultural Resource Management UC Cert</td>
</tr>
<tr>
<td>CHHP Marriage and Family Therapy MS</td>
<td>HCAS Interdisciplinary Program in Biology, Biomed, Chemistry PhD</td>
</tr>
<tr>
<td>CHHP Recreational Therapy BS</td>
<td>HCAS Linguistics Minor</td>
</tr>
<tr>
<td>CHHP Social Work BSW</td>
<td>HCAS Psychology MA</td>
</tr>
<tr>
<td>COB Business Administration MBA</td>
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</tbody>
</table>
Consultations

- 27 units were targeted for consultation.
- IA met with 21 (78%) of the targeted group. Meetings were in person (virtual) and/or by phone. Met multiple times with some units.
- IA had consultations with 6 other units not in the target group.
- 27 units received consultations based on the Fall 2021 reviews.
# Use of Review Feedback

<table>
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<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No changes needed</td>
<td>14%</td>
<td>18%</td>
<td>28%</td>
<td>20%</td>
<td>16%</td>
<td>15%</td>
<td>16%</td>
</tr>
<tr>
<td>Changes made based on feedback</td>
<td>42%</td>
<td>52%</td>
<td>60%</td>
<td>61%</td>
<td>66%</td>
<td>75%</td>
<td>61%</td>
</tr>
<tr>
<td>No changes made</td>
<td>36%</td>
<td>29%</td>
<td>9%</td>
<td>9%</td>
<td>18%</td>
<td>9%</td>
<td>21%</td>
</tr>
<tr>
<td>Changes made unrelated to feedback</td>
<td>8%</td>
<td>1%</td>
<td>3%</td>
<td>8%</td>
<td>0%</td>
<td>1%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Percentage of units with either no changes needed or changes made based on the feedback decreased from 90% in 2020 to 77% in 2021.
In 2021, 22 units (21%) did not make changes to their reports based on the review feedback.

- One was in the “target for consultation” group. IA rep reached out to unit to request meeting. Also sent a reminder email.
- Twenty-one units had less than 40% No.
  - Fifteen had less than 20% No.
  - IA has reviewed this list of units and discussed strategies for the fall.
Steps in the Assessment Reporting Process

- Units report by May/June 15, Aug 1
- IARC completes reviews by Oct 15
- IA reruns 2020-21 reports; archived for SACS in January
- Updates in Nuventive Improve by Dec 15
- Feedback sent to IAAC reps, dept chairs and units

We are here.
Strategic Planning
UNC System Refresh

TIMELINE

January 2022
- Data Analysis of Year 1-4 Outcomes
- Data Gathering for Refreshed Plan

February 2022
- Affinity Groups Convened Across the System
- Website & Marketing Campaign Launches
- Public Survey Opens

March 2022
- Virtual Town Halls at Each Institution
- Review of Data & Feedback
- Public Engagement Continues

April / May 2022
- Public Feedback Reviewed
- Finalize Goals
- Presented to the Board of Governors
CURRENT AND POTENTIAL AREAS OF FOCUS

System Office staff are currently reviewing existing metrics and targets, as well as collecting baseline data for potential new areas of focus. Projected data review. This data review will help facilitate the refresh of existing metrics and targets and identification of any new metrics to include in the plan. This data review will help facilitate the creation of new benchmarks for campuses and stakeholders to review. To learn more about the current plan and outcomes from year 1-4, please view the presentation given to the Board of Governors in January 2022 and the public dashboards.

Along with the current goals, the UNC System is evaluating the inclusion of new priorities in order to better align the refreshed plan with strategic initiatives, challenges, and opportunities that have emerged since 2017. Some of the additional strategic areas under review are:

- Better serving various student populations including adult learners, military-affiliated students, and transfer students
- Lowering costs for both students and institutions to lower student debt
- Increasing post-graduation outcomes
- Improving the employee experience
- Committing to a mission-focused performance model
Strategic Planning Annual Reports
Due June 30, 2022

- Brody School of Medicine
- College of Allied Health Sciences
- College of Business
- College of Education
- College of Engineering & Technology
- College of Fine Arts & Comm.
- College of Health & Human Performance
- College of Nursing
- Harriot College of Arts & Sciences
- Honors College
- Integrated Coastal Programs
- School of Dental Medicine
Academic and Centers & Institutes Program Reviews
Program Reviews
2022-2023

Fall 2022
Department of Economics
THCAS African & African American Studies

Spring 2023
Department of Human Development & Family Science
Department of Addictions & Rehabilitation Sciences
Department of Interdisciplinary Professions
School of Theatre & Dance
Center for Sustainable Energy and Environmental Engineering
Survey Updates
Spring 2022 SSOI

- **8W1 Block**
  - February 17 – 23
  - 25 course sections
  - 25% response rate

- **8W2 Block**
  - April 13 – 19
  - 45 course sections

- **15-week Block**
  - April 13 – 26
  - 3,762 course sections

- Reports available on May 10

<table>
<thead>
<tr>
<th>Response Rates</th>
<th>Spring</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>41%</td>
<td>50%</td>
</tr>
<tr>
<td>2020</td>
<td>30%</td>
<td>23%</td>
</tr>
<tr>
<td>2021</td>
<td>25%</td>
<td>31%</td>
</tr>
</tbody>
</table>
April Surveys

- Graduating Senior Survey & Graduate Student Exit Survey
  - Seniors and grad students who have applied to graduate in spring 2022
  - College, department, and program level reports available upon request

- Department Chair Survey & Administrator Survey
  - Faculty evaluate eligible Department Chairs, School Directors, Deans, Vice Chancellors, and the Chancellor

- Eligibility criteria, survey forms, and reports available at
  https://ipar.ecu.edu/assessment/asmnt-surveys/
Nuventive Improve
# Assessment Unit - Personnel

![Image of Assessment Unit Personnel interface]

## Personnel Table

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Email</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belkavage</td>
<td>Cynthia</td>
<td><a href="mailto:belkavage@mscs.edu">belkavage@mscs.edu</a></td>
<td>Report Only</td>
</tr>
<tr>
<td>Mcnutt</td>
<td>Emily</td>
<td><a href="mailto:mcnutt@mscs.edu">mcnutt@mscs.edu</a></td>
<td>Report Only</td>
</tr>
<tr>
<td>Prokupiszcz</td>
<td>Gertrude</td>
<td><a href="mailto:PROKUPIZSCH@mscs.edu">PROKUPIZSCH@mscs.edu</a></td>
<td>JAC</td>
</tr>
<tr>
<td>Shannon</td>
<td>Amy</td>
<td><a href="mailto:SHANNON@mscs.edu">SHANNON@mscs.edu</a></td>
<td>JAC</td>
</tr>
<tr>
<td>Zhao</td>
<td>Ping</td>
<td><a href="mailto:zhaoping@mscs.edu">zhaoping@mscs.edu</a></td>
<td>User</td>
</tr>
</tbody>
</table>

![Image of Nuventive Improvement Platform Premier Edition interface]

## Manage Unit Personnel

### Personnel

Filter by Keyword

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Email</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drzybo</td>
<td>Kitchen</td>
<td><a href="mailto:sprijgar@mscs.edu">sprijgar@mscs.edu</a></td>
<td>Super User</td>
</tr>
<tr>
<td>Li</td>
<td>Yitui</td>
<td><a href="mailto:yitui@mscs.edu">yitui@mscs.edu</a></td>
<td>Super User</td>
</tr>
<tr>
<td>Wohfenny</td>
<td>Sofer</td>
<td><a href="mailto:woherfenny@mscs.edu">woherfenny@mscs.edu</a></td>
<td>Super User</td>
</tr>
</tbody>
</table>
Assessment Unit Report

**Communication**

Upon completion of ECU's University Studies, students will be able to express ideas in writing, which includes understanding the correct and purpose of the writing, correct development, disciplinary convention, and control of grammar, mechanics, and style.

**Student Learning Outcome**

- The student will be able to communicate effectively using the Association of American Colleges and Universities (AAC&U) 8 Behaviors of Effective Communication. Check Prodigy rubric.
- The student will be able to write a persuasive essay, a 5-paragraph essay, or a research paper, including proper citation, reference page, and adherence to APA style.

**Course Name**

- Communication Skills

**Timeframe**

- Fall 2022

**Assessment Criteria**

- Rubric for assessing students' communication skills.
- Course rubric for assessing students' writing proficiency.

**Data Collection**

- Pre-assessment: Before the start of the course, students will complete a pre-assessment survey to identify areas for improvement.
- Post-assessment: At the end of the course, students will complete a post-assessment survey to measure progress.

**Results**

- 90% of students met or exceeded the communication skills criteria.
- 85% of students improved their writing proficiency as measured by the post-assessment survey.

**Analysis of Results**

- The results indicate that the course was effective in improving students' communication skills.
- Further analysis is needed to identify specific areas for improvement.

**Next Steps**

- Continue to implement the communication skills curriculum.
- Conduct focus group discussions with students to gain feedback on the course.

**Conclusion**

The assessment results show that the course was effective in improving students' communication skills. However, there is room for improvement in certain areas, which will be addressed in future courses.
Assessment: Assessment Unit Four Column

COE Program - Behavior Specialist (G Cert)

Department: Special Education, Foundations, and Research

Program Purpose: D161311G: This behavior specialist certificate program provides educators and other professionals with knowledge and skills necessary to work with individuals who are at risk in schools and other environments because of emotional, behavioral, or social challenges. The overall objective of the program is to prepare school personnel and other professionals to provide best practice, research-based supports to individuals, with or without disabilities.

Outcomes

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Measures of Assessments</th>
<th>Actions Taken, Results &amp; Analysis of Results</th>
<th>Actions Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>A 21-point rubric, reflecting professional practice and setting up for shared planning and preparation</td>
<td>Meet and discuss the goals and objectives for the unit</td>
<td>Complete the project summary and share the findings with the class</td>
</tr>
<tr>
<td>Outcome 2</td>
<td>A 15-point rubric, assessing the students’ ability to identify and analyze data</td>
<td>Analyze the data and present the findings to the class</td>
<td>Discuss the implications of the findings</td>
</tr>
<tr>
<td>Outcome 3</td>
<td>A 20-point rubric, evaluating the students’ ability to design and implement a behavior modification plan</td>
<td>Implement the behavior modification plan</td>
<td>Evaluate the effectiveness of the plan</td>
</tr>
</tbody>
</table>

Research Plan: The research plan is designed to gather data on the behavior of the students and their progress in the program. The research plan includes the following steps:

1. Data Collection: Collect data on the students’ behavior using behavioral observation and rating scales.
2. Data Analysis: Analyze the data using statistical software and provide feedback to the students.
3. Intervention: Implement interventions based on the analysis of the data.
4. Evaluation: Evaluate the effectiveness of the interventions and make necessary adjustments.

In conclusion, the COE Program - Behavior Specialist (G Cert) aims to provide educators and other professionals with the necessary skills to work with individuals who are at risk in schools and other environments. The program focuses on professional practice, shared planning, data analysis, and the implementation of interventions to support the students’ progress.
Implementation Plan

June 2022
Consultation meetings with Nuventive will restart

Summer 2022
Resource Development

Fall 2022
Pilot Testing with Volunteers

Jan. 2023
Data Migration to Nuventive
Improve Platform
• System will be locked for approximately 2 weeks

Spring 2023
Training Sessions
• 2022-2023 reports due in new platform May 15th/June 15th/August 1st
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.