IAAC Meeting
SEPTEMBER 11, 2019
Agenda

➢ Approval of Minutes
➢ Assessment Reporting Update
➢ Action Items related to Annual Assessment
  ➢ 5-yr Cycle/Actions Planned
  ➢ Review Process
➢ Pirates’ First Destination Survey Update
➢ Professional Development Sessions for 19-20
➢ Academic Program Reviews
➢ SACS IA related standards
  ➢ Licensure Pass Rates
Steps in the Assessment Reporting Process

- Units report by May/June 15, Aug 1
- ARC completes reviews by Oct 15
- Feedback sent to ARC chairs, dept chairs and units
- Updates in Nuventive Improve by Dec 15
- IA reruns 2018-19 reports; archived for SACS in January
- We are here!
Action Items Related to Annual Assessment
## 5-Year Cycle and Actions Planned

<table>
<thead>
<tr>
<th>Unit Name</th>
<th>Unit Outcome</th>
<th>Original Proposed 5-Year Assessment Cycle (2015-2020)</th>
<th>Actual Cycle</th>
<th>Proposed Next 5-Year Assessment Cycle (2020-2025)</th>
</tr>
</thead>
<tbody>
<tr>
<td>[HCA5 Program - Biology (MS)]</td>
<td>Conceptual and Content Knowledge of Discipline</td>
<td>2016-2017, 2018-2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Data Analysis and Interpretation</td>
<td>2016-2017, 2018-2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research Study Design and Critique</td>
<td>2016-2017, 2018-2019</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
# 5-Year Cycle and Actions Planned

<table>
<thead>
<tr>
<th>Unit Name</th>
<th>Unit Outcome</th>
<th>Means of Assessment</th>
<th>Reporting Year</th>
<th>Actions Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCAS Program - Biology</td>
<td>Conceptual and Content Knowledge of Discipline</td>
<td>Assessment is through demonstration of ability to apply (sub)disciplinary knowledge to the design, conduct and interpretation of a research project.</td>
<td>(blank)</td>
<td>(blank)</td>
</tr>
<tr>
<td></td>
<td>Data Analysis and Interpretation</td>
<td>Assessment is based on faculty evaluation of the quality of student thesis-related data analysis and interpretation.</td>
<td>(blank)</td>
<td>(blank)</td>
</tr>
<tr>
<td></td>
<td>Ethics; Regulatory Knowledge</td>
<td>Use certification exam administered by Institutional Animal Care and Use Committee.</td>
<td>(blank)</td>
<td>(blank)</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>Assessment is through thesis committee's evaluation of thesis seminar according to a rubric focused on presentation skills.</td>
<td>2018-2019</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Analysis of results in comparisons between the 2017-18 and 2018-19 reporting periods and in comparisons among the various categories of scientific presentations with the 2018-19 reporting period, suggest that pedagogical actions did improve learning outcomes in oral communication in the year 2018-19. Almost all areas of oral communication have been shown improvement as compared to the previous year. Although largely improved the area of improvement has been identified: the student's oral presentation of the result discussion. Therefore one action plan is to add targeted training to improve students' oral presentation skills on research results/findings discussion into Biol 6880 Introduction to Research Syllabus. As students project result may be limited at the time Biol 6880 is conveyed, results section in example papers/literature will be used to practice the discussion of the results. Another actions planned are for faculty who teach oral communication in the classroom to meet to identify best practices and implement this learning in the classroom. Each of the courses throughout the MS Biology graduate curriculum that includes oral communication will adopt best practice in research result discussion presentation to reinforce these practices and enhance learning outcomes in this area. (June 2019)
Assessment Review Process

Intent is to have an Efficient and Meaningful Review Process

Analysis of Process Revealed

- Time intensive process (training and reviews)
- Difficulty identifying members
- Less than rigorous reviews
- Internal reviewer may have discipline specific knowledge
- Difficulty determining if the feedback was used appropriately
- Need a more proactive consultation follow-up process
Institutional Assessment Review Committee

- Subcommittees
  - Academic Affairs Educational Programs ARC
  - Health Sciences Educational Programs ARC
  - Support Unit ARC

- IPAR staff, IAAC representatives and select faculty/staff to serve as reviewers
Options for 2018-2019 Review

- **Option 1**
  - HS Review 1/2 (N=17)
  - AA Review 1/3 (N=63)
  - Support Review
    - Org chart review and strategic plan alignment

- **Option 2**
  - HS Review 1/2 (N=17)
  - AA Review 1/2 (N=95)
  - Support Review
    - Org chart review and strategic plan alignment
    - AA & SA units
      - 1/3 (N=12)
      - 1/2 (N=17)

Each reviewer would review approximately 3 assessment reports outside of their college.
Assessment Review Training

- Review Meetings
  - Food!!
  - Rubric Calibration
  - Example Report
  - Time for Small Group Reviews
  - Discussion/Questions
N/A Option for first year reporting

Consider an outcome level option if all components are reported correctly

Move towards a report level option if all components for all outcomes are reported correctly

Provide frequently used qualitative feedback/comments
Criteria for Unit Selection

- Results from previous reviews
- New programs/assessment plans
- Same UAC for multiple units
- Ongoing IA consultations
- IAAC recommendations
ARC Feedback Sessions

- Review and use the feedback
- Makes necessary changes to reports during the session
- Meetings to include IAAC representative, department chair and UAC
Timeline

**September**
- 16th - AA Members
- 16th - Units to Review
- ARC Subcommittee Trainings

**October**
- ARC Subcommittee Training (if needed)
- 31st - Reviews Completed

**November**
- Follow-up consultations

**December**
- 15th - Make changes to reports
- Follow-up consultations

**January-February**
- Follow-up consultations
Survey Update
Pirates’ First Destination Study

- Data Aggregation
  - Graduating Senior Survey
  - College of Nursing
  - College of Education
  - Pirates’ Employment Survey
  - ECU Human Resources
  - National Student Clearinghouse
Pirates’ First Destination Study

PIRATES’ FIRST DESTINATION DASHBOARD
Pirates’ First Destination Study

Future Steps
- Pirates’ First Destination Survey redesign
  - Survey with generic link
  - Log in with Pirate ID and password
- Communication Plan with Colleges
- Pirates’ First Destination Survey Timeline
Data Collection Timeline for First Destination Survey: Fall Year I, Spring Year II, Summer Year II

November
- GSS/GSES Survey to Fall Graduates

December
- First Destination Survey (With Graduation Communication Package)

February
- College of Nursing (Fall Graduates’ Data Collection)

March
- GSS/GSES Survey to Spring Graduates

April
- Follow Up with Fall Grads

May
- First Destination Survey (With Graduation Communication Package)

June
- College of Nursing (Spring/Summer Graduates’ Data Collection)

July
- First Destination Survey (With Graduation Communication Package)

August
- Follow Up with May Grads

September
- IPAR Data Cleaning

October
- First destination Survey (Phone Calls/Text from Career Services)

November
- National Student Clearinghouse Query

Start Over Again

Analysis & Results

Data Integration
Professional Development Sessions

FALL 2019

➢ Academic Program Review & IPAR Resources – Sept 17
➢ Specialized Accreditation & IPAR Resources – Oct 3
➢ Using the ARC Review Rubric to Improve Annual Assessment Reports: Educational Programs – Oct 23, Nov 11
➢ Using the ARC Review Rubric to Improve Annual Assessment Reports: Support Units – Nov 15

SPRING 2020

➢ Facilitating Assessment Discussions: Educational Programs – Jan 24, Feb 6
➢ Using the ARC Review Rubric to Improve Annual Assessment Reports: Educational Programs – Mar 4, Apr 8

Visit www.ecu.edu/ipar to access workshop resources and www.ecu.edu/ofe to register for upcoming sessions.
Specialized Accreditation Schedule

Specialized Accreditation & IPAR Resources
Thursday, October 3rd
12:30 – 1:30
1008 Joyner Library

This session will provide updates on ECU’s: specialized accreditation schedule, internal review process (official description and SACSCOC accreditation statement), Analytics Portal data resource for self-study preparation and data needs, and systematic collection of accreditation documents. The session will also provide tips on planning and logistics for on-site visits. The session will include an introduction to IPAR’s Specialized Accreditation Dashboard.

▶ 2019-2021
▶ Medicine (LCME)
▶ Health Services & Information Management (CAHIM)
▶ Nutrition Sciences (ACEND)
▶ Addictions & Rehab (CACREP)
▶ Theatre Arts (NAST)
▶ College of Business (AACSB)
▶ Psychology (APA)
▶ DNP (CCNE)
Program Reviews 2019-2020

Fall 2019
- Department of Geological Sciences
  - October 27 - 29
- Department of Geography, Planning, & Environment
  - September 29 – October 1
- NC Agromedicine Institute

Spring 2020
- Department of Mathematics, Science, & Instructional Technology
- Department of Philosophy & Religious Studies
  - March 16-18
- Center for Natural Hazards Research
### Licensure Exam Pass Rates

ECU’s licensure examination pass rate goal is to exceed the established state or national average when available.

#### Choose a Licensure Category:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>United States Medical Licensing Examination (USMLE): Step 1</td>
<td>ECU Overall Rate</td>
<td>91%</td>
<td>93%</td>
<td>95%</td>
<td>94%</td>
<td>87%</td>
</tr>
<tr>
<td></td>
<td>National Rate</td>
<td>90%</td>
<td>90%</td>
<td>95%</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>USMLE: Step 2, Clinical Knowledge</td>
<td>ECU Overall Rate</td>
<td>98%</td>
<td>97%</td>
<td>99%</td>
<td>94%</td>
<td>97%</td>
</tr>
<tr>
<td></td>
<td>National Rate</td>
<td>97%</td>
<td>95%</td>
<td>96%</td>
<td>96%</td>
<td>96%</td>
</tr>
<tr>
<td>USMLE: Step 2, Clinical Skills</td>
<td>ECU Overall Rate</td>
<td>90%</td>
<td>97%</td>
<td>97%</td>
<td>94%</td>
<td>97%</td>
</tr>
<tr>
<td></td>
<td>National Rate</td>
<td>98%</td>
<td>96%</td>
<td>97%</td>
<td>95%</td>
<td>94%</td>
</tr>
</tbody>
</table>

**Definition:** Licensure and certification exam pass rates by category.

**Source:** For these exams, data are acquired directly from the licensing organization(s) by the Medical Department.
2019-2020 Quarterly Meetings

- September 11
- December 11
- March 18
- June 10