IAAC Meeting

APRIL 2020

SLIDES WERE DISSEMINATED VIA EMAIL DUE TO THE COVID-19 PANDEMIC
Topics

- Assessment
  - National Perspective
  - 2019 – 20 Assessment Reporting Guidance
  - I-ARC Review & Consultations
  - 5-yr Assessment Cycle
  - Gen Ed Assessment
  - EIA Designation

- SACS Update
  - Strategic Planning/Institutional Effectiveness
  - Survey Update
  - Academic Program Reviews
Breathe in
Breathe out
Move on
Messages from NILOA

- This is not a test of online education. This is a triage situation of survival entailing an emergency move to distance or remote instruction.
- Compassion not compliance should drive decisions at this time. Our decisions in support of students should drive the guidance, regulatory response, and policy decisions – not the other way around.
- Listen to students and be flexible. Learning is compromised and the semester/term has an asterisks next to it for everyone – faculty and staff as well as students. It’s not about learning online; it’s about learning in a global pandemic crisis.
1. What learning outcomes will students demonstrate with this assignment? How does it need to be modified to better align with the learning outcomes of interest?

2. How does the assignment align with the evaluative criteria? Are there mixed signals sent to students?

3. Thinking about the assignment from the point of view of students, what questions or suggestions do you have?

4. How does this assignment allow for flexible options, alternative demonstrations, and/or culturally responsive demonstrations of learning?

5. How does this assignment need to be modified or adjusted to reflect current faculty and student circumstances and situations?

6. What unnecessary constraints, if any, may need to be removed to accommodate learning in a global pandemic crisis?
We need to consider different ways of assessing student learning in the near term.

Students are concerned about whether the evidence gathered this semester will count in the future, or if they will have to demonstrate their learning again in a different way.

Alternative assessment assignments:

- Student self-assessment
- Reflection on what you think you learned during this time in relation to the learning outcomes of the course, program, institution
- Class edit wiki pages
- Qualitative data - Instead of individual level assignments, undertake focus groups of students
- Students write interview questions and faculty member records an interview with an author on an assigned article
Curriculum Mapping Questions from NILOA

What from this term will students need to apply in the summer and fall and how are we setting them up for learning success in rethinking those courses and assignments?

Return to Basics: What are the learning outcomes that students need from this course that they will apply elsewhere? Why does this course even exist?

What learning that has occurred prior can we build upon? (Think about the learning trajectory image.)

How can we consider this a flipped semester or a flipped summer – where students learn about a concept over the summer and then apply and practice it when they return. (Labs for instance)

How can we think about learning from a program perspective? Where does this fit into overall curriculum?
Memo from James Ptaszynski, Vice President for Digital Learning at the University of North Carolina System Office

- Focus on learning outcomes, even if you have to adjust the specific activities that contribute to those outcomes. Keep students moving toward those outcomes. Avoid “busy work”.

- Prioritize course activities and focus on delivering the ones with the most significant impact on learning outcomes.

- Decide what you’re going to do about any high-stakes assessments, particularly exams.
If you collected data from students to assess student learning in the fall or early spring semesters, please report as you normally would by May 15 for 9-month faculty and June 15 for 12-month faculty. If an extension is needed please let us know.

If you are unable to collect data from students in the spring semester as described in your current assessment plan, you can report:

- Actions Taken - curricular and pedagogical actions that were taken (including but not limited to moving content online);
- Results - document data collection was interrupted due to the COVID-19 Pandemic;
- Analysis of Results – leave blank; and
- Actions Planned - briefly describe data that will be collected along with the curricular and pedagogical actions to be implemented, if applicable.

Specialized accrediting agencies may have different recommendations, so we encourage those programs to contact the appropriate agency for guidance.
89 units were reviewed by either the I-ARC or COB ARC

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

Range from 0% No to 93% No.

Grouped units:

- 18 units with less than 10% No.
  - 14 of these units did not need to make any updates.

- 37 units with more than 40% No – Received a targeted email with request to meet for consultation.
Consultations

37 units were targeted for consultation.

IA met with 24 (65%) of the targeted group. Meetings were in person and/or by phone. Met multiple times with some units.

IA had consultations with 8 other units not in the target group.

32 units received consultations based on the Fall 2019 reviews.
### Use of Review Feedback

<table>
<thead>
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<th>Category</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
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<td>18%</td>
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<td>Changes made unrelated to feedback</td>
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<td>1%</td>
<td>3%</td>
<td>8%</td>
<td>0%</td>
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</tbody>
</table>

Percentage of units with either no changes needed or changes made based on the feedback has increased slightly from 81% in 2018 to 82% in 2019.
Use of Review Feedback

- In 2019, sixteen units (18%) did not make changes to their reports based on the review feedback.
  - Six of these were in the “target for consultation” group.
    - Two units had consultations.
      - New UACs who had no knowledge of how previous UAC completed report. Only wanted to focus on new assessment plan.
      - UAC agreed to update report after consultation but did not.
    - Four units did not have a consultation after multiple attempts to contact UAC.
Areas for Improvement and Actions Planned

- 37 out of the 89 units reviewed (42%) ended up in the “target for consultation” group, which was a large number of units for IA to follow up with.
  - Action plan: Since this was the first year we were targeting units for consultations, we used a natural breakpoint in the distribution of the % No reviews to put units in the consultation group (>40% No). Next year, as we will look at the distribution to determine a reasonable cut off point for who should get a consultation, we will consider (1) that we are adding in support units to the review process and may need to consult with some of them as well and (2) what is a realistic number of units to provide consultations.

- Due to change to I-ARC structure, reviews were completed by October 31, rather than October 15. It was hard to schedule consultations in November/December due to holidays and end of semester. Consultations did carry into January.
  - Action plan: Reviews of 2019-20 reports should be back to October 15 deadline which will give more time to schedule consultations.

- For the 4 units we didn’t have a consultation with, but should have, multiple email contacts were made.
  - Action plan: Work with IAAC representatives more closely when having trouble reaching units.
Last fall, IA began updating 5-year assessment cycles.

- 2020-21 through 2024-25
- Cycles for 164 programs need to be updated.
- To date, cycles for 107 programs (65.2%) have been updated.

<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>
</table>
This interactive **virtual** session will provide an overview of the annual assessment report and review cycle for educational programs, discussion of the components of the annual assessment report and how they relate to the rubric used to review the report, and examples of good assessment reports. The session is designed for educational programs writing their 2019-20 assessment by the May 15 deadline.

Visit [www.ecu.edu/ipar](http://www.ecu.edu/ipar) to access workshop resources and [www.ecu.edu/ofe](http://www.ecu.edu/ofe) to register for upcoming sessions.
General Education Assessment Update

- Humanities
  - The original plan was to collect data this semester; Departments have been given the option to continue the current plan or postpone to the Fall semester
    - Classics: collect data in Spring 2020
    - Religious Studies: will collect data in Fall 2020
    - Foreign Language and Literature: will collect data in Fall 2020
    - English: will collect data in Fall 2020
    - Philosophy: will collect data in Fall 2020
General Education Assessment Update

- **Math**
  - Completed the first round of assessment (progress report is done)
  - Conducted two orientation meetings with Math department to discuss the second round of assessment
  - Data collection will happen in Fall 2020

- **Written Communication**
  - Completed the first round of assessment (progress report pending)
  - Conducted one orientation meeting
  - Canvas and Portfolium integration in progress
General Education Assessment Update

- **Natural Sciences & Health**
  - Actions plans have been shared with GEIEC
  - Faculty are implementing action plans

- **Social Sciences & Fine Arts**
  - Report finalizing stage (second round of review)
NILOA’s Extended Deadline

- July 1, 2020

EIA Designation Application Working Group

- Thank you for your feedback on:
  - Introduction & Component 1: Overview of individuals and groups engaged in assessment activities across the institution
  - Component 2: Student Learning Outcomes Statements
  - Component 3: Institution-level Assessment Plan
Revised Timeline: Spring 2020

April
- Finalize Component 4: Institution-level Assessment Resources
- Finalize Component 5: Current Institution-level Assessment Activities
- Finalize Component 6: Evidence of Institution-level Student Learning

May
- Finalize Letter from Senior Leadership
- Finalize Component 7: Use of Institution-level Student Learning
- Submit to NILOA ECU’s EIA Designation Application

June
- Finalize Institutional Contacts Form

July
- Submit to NILOA ECU’s EIA Designation Application
- Now, we wait. ☺
SACSCOC Update

- Continuity of Instruction
- Credit Hour Policy
- Summer Sessions
- Institutional Effectiveness
  - Strategic Planning
  - Assessment
Continuity of Instruction

- SACSCOC approved ECU's temporary relocation of instruction to distance education in response to the COVID-19 outbreak
- ECU is approved to offer alternate course delivery through December 31st as needed
- Currently all courses are scheduled to be offered through distance education through summer session II
- The Provost has called together a committee to discuss scheduling options for fall 2020
  - How fall unfolds depends on many factors: Federal & State mandates due to COVID-19, UNC System Office guidance, whether there is a second wave of infection in the fall
Credit Hour Policy

- The US Department of Education has approved our reduction of the academic year by one week to offset the extension of spring break.
- No instructional minutes will need to be made up for spring 2020.

Summer Session

- Academic calendar for summer should remain as scheduled.
- Summer courses will be delivered online.
Institutional Effectiveness

SECTION 7: Institutional Planning and Effectiveness
The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission. (Institutional planning) [CR]
Academic Unit Strategic Plans

Reports due June 30, 2020
Administrative Divisions/Unit Strategic Plans

- Administrative Divisions/Units
  - Academic Affairs
  - Admin & Finance
  - Chancellor’s Division
  - Health Sciences
  - REDE
  - Student Affairs
  - University Advancement

- Annual Reports due August 1st
- Strategic Planning Committee
- Institutional Metrics
  - Define
  - Evaluate
Strategic Planning Committee Charge

- Review metrics and evaluate ECU’s progress toward achieving UNC’s strategic plan goals, and provide recommendations to the Chancellor;
- Finalize ECU’s strategic plan metrics, evaluate our progress, and provide recommendations to the Chancellor; and
- Monitor divisional/college strategic plans and communicate information back to the unit.
Strategic Planning Committee

- Paul Schwager, Chair
- TJ Mohammed, Academic Affairs
- Chris Locklear, Chancellor’s Division
- Michael Van Scott, REDE
- Sara Thorndike, Admin & Finance
- Michelle Brooks, Health Sciences
- Beth Ketterman, Health Sciences

- Kathy Hill, Student Affairs
- Chris Dyba, Advancement
- Carolyn Bevillard, Athletics
- Puri Martinez, Faculty Senate
- Michelle Bone, Staff Senate
- Tucker Robbins, SGA
Survey Update
Survey Response Rates

- **SSOI**
  - Open April 15 - 30
  - Response Rate: 30%
  - Reports will be distributed after commencement
  - 14% of students accessed the survey via Canvas or Blackboard
  - Provost’s memo: “Spring 2020 SSOI will not be required for faculty evaluation purposes”

- **Graduating Senior Survey**
  - Open April 2 - May 8
  - Response Rate: 27%

- **Graduate Student Exit Survey**
  - Opened April 2 - May 8
  - Response Rate: 41%
Program Review Schedule Changes 2020-2021

Fall 2020
- MSITE (Postponed from Spring 2020)
- Philosophy (Postponed from Spring 2020)
- University Studies

Spring 2021
- Physics
- Engineering
- Psychology