IAAC Meeting

APRIL 12, 2023

Agenda

- Welcome
- SACSCOC 2023 On-Site Visit
- Strategic Planning Refresh
- Assessment Reporting Update

- Nuventive Improve
- Survey Update
- Program Reviews 2023-2024

SACSCOC Update

Reaffirmation Timeline

	2019	2020	2021	2022	2023
January	Principles Crosswalking (APA)	Data collection to support narratives (ongoing through 2022)	QEP Campus Presentations	Draft Narratives Completed	Focused Report/ On-Site Review
February			QEP Topic Selected	IPAR Review of Narratives	
March			QEP Development	Consultant Review of Narratives	
April				Final Committee Revisions	
May					Response Report
June			Committee Research & Interviews		
July			Committee Evidence Review	AC & IPAR CR Review/ Publication	
August		QEP Call for concept papers, Committee Formation	First Drafts of Compliance Narratives		
September				CR Due	
October				QEP writing	
November		AC selects QEP concept papers	Review Drafts w/ Leadership Committee		
December				Focused Report	BOT Review

Off-Site Report – Non-Compliance

▶ 6.2a Faculty Qualifications – supporting documentation for 9 faculty

▶ 9.2 Program Length – need to submit a redacted application for an accelerated program

▶ 13.2 Financial Documents - submit most recent 2022 audit

▶ 13.6 Federal and State Responsibilities – submit 2022 statewide single audit, and 2022 Student Financial Aid Cluster Audit

Off-Site Report – In Compliance

▶ Section 7: Institutional Planning and Effectiveness

▶ 7.1   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]

▶ Compliance

▶ Processes are in place for research-based planning and evaluation of various facets of the institution as evidenced in the provided strategic plan that is aligned to UNC system. Inclusion of screen captures from a **strategic planning dashboard provides evidence of ongoing, comprehensive, and integrated planning and evaluation** and includes institutional goals and objectives aligned across colleges, units, and institutional mission. **Minutes from the Strategic Planning committee** show additional evidence for on-going, comprehensive, and integrated planning and evaluation. The inclusion of **strategic planning annual progress reports** from the most recent four years along with specific highlights in the narrative surrounding planning across major areas (Financial, Space, Academic, and Centers) and associated units also evidences the ongoing, comprehensive, and integrated nature of planning and evaluation.

Off-Site Report – In Compliance

▶ 7.3   The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved.

▶ (Administrative effectiveness)

▶ Compliance

▶ Units falling into administrative and student support units are explicitly identified. **Documentation showing the institutional assessment processes** was provided along with minutes from **Institutional Assessment Advisory Council**. Inclusion of 2019-20 and 2020-2021 **annual reports and strategic plan update documents** from administrative units provide **evidence** that outcomes exist for each unit and that units determine the extent to which outcomes are achieved.

Off-Site Report – In Compliance

- Section 8: Student Achievement

- 8.1   The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.

- (Student achievement) [CR; Off-Site/On-Site Review]

- Compliance

- Consistent with strategic planning at the system and institutional levels, a **formal performance agreement** was provided outlining specific goals and outcomes. The **goals and outcomes are further confirmed and developed** in correspondence between the institution and the system office (Memo 7.21.17 and Memo 8.23.17). These **identified goals and outcomes are appropriate to the mission, students, and programs** as evidenced by connections between the system and institutional strategic plans and missions. **Evidence** that the institution evaluates goals and outcomes appropriate to mission, students, and programs as confirmed in narrative and in included published dashboards. The institution **publishes goals and outcomes** in publicly accessible locations as confirmed in included **Student Achievement Dashboard**. The institution uses **multiple measures** including but not limited to low-income completions, rural completions, five-year graduation rates, and undergraduate degree efficiency. Rationales exist for **thresholds of acceptability** and goals along with a rationale for the **disaggregation of graduation rate data** as connected to institutional and system missions. The institution identifies and elaborates upon **multiple on-going student success initiatives** in the narrative as evidence of seeking improvement and changes that have resulted from analysis of disaggregated data.

Off-Site Report – In Compliance

► 8.2.a Student learning outcomes for each of its educational programs.

► (Student outcomes: educational programs) [Off-Site/On-Site Review]

► Compliance

► Utilizing a sampling method, the institution provided **annual assessment reports for identified programs**. A **compelling case for the sampling method is provided in the narrative and the method itself encompasses a valid cross-section of programs across colleges and degree levels with explicit inclusion and exclusionary criteria**. As confirmed in the included assessment documents for sampled programs, **programs identified outcomes**, **provided evidence for assessing the extent to which outcomes were achieved**, and **provided evidence for seeking improvement based upon analysis of the results.** Specific examples from multiple programs within various colleges were highlighted in the narrative to showcase evidence of seeking improvement based upon analysis of results.

Off-Site Report – In Compliance

▶ 8.2.b   Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.

▶ (Student outcomes: general education)

▶ Compliance

▶ After a two-year review by the General Education and Instructional Effectiveness Committee, the institution implemented a full re-design of its assessment process for General Education programs. This included identification of seven competency areas, with specific learning objectives itemized for each of the areas. Assessment of student impact is coordinated and comprehensive. All areas are reviewed on a four-year cycle, and a schedule of competed and pending assignments from 2016 through 2024 is provided. Also provided are tables listing results from all completed years (2016-2021). Embedded within the four-year cycle are sequential steps focused on continual improvement of courses, including data analysis (year 1), development of an action plan (year 2), implementation of plan (year 3), and progress report (year 4). Assessment reports are shared widely, including reports to faculty, the General Education Committee, administrators, and on the university website. Specific assessments vary among the different areas, at the direction of faculty, but can include exams, reports, papers, essays, portfolios, performances, presentations, etc. in all cases, the focus is on overall effectiveness of the General Education Program, not on evaluation of individual students, faculty, or departments. **Included in the new assessment protocols is a commendable focus of the General Education Program impact on both Distance Education students and on Transfer students.**

Off-Site Report – In Compliance

▶ 8.2.c   Academic and student services that support student success.

▶ (Student outcomes: academic and student services)

▶ Compliance

▶ Academic and student support units are identified, and evidence indicates that expected outcomes are identified for each unit. The institution provided **evidence** of compliance by providing three years of annual reports that defined expected student outcomes in measurable terms. As confirmed in the narrative provided, the Academic and Student Services units **identified expected student outcomes**, **assessed the extent to which they were achieved or not achieved**, and provided **evidence of ways of seeking improvement based on analysis of the results** through their annual reports. Specific examples from multiple units were highlighted to showcase evidence of seeking improvement based upon analysis of results.

▶ The methodology used by each Academic and Student Services unit for assessing direct support units was described in detail. The Nuventive Improve four-column assessment report displayed the assessment plan and the units annual report. The plan in the first two columns includes outcomes, a data collection method (i.e., means of assessment) and the criterion for success. The evidence for indirect support units classified as administrative support services included assessment plans consisting of multiple outcomes, data collection for assessment and a criterion to measure that success.

On-Site Visit

- Dr. John H. Frederick **- CHAIR**
Professor of Chemistry - The University of Texas at San Antonio
- Dr. Linda N. Dickens
Associate Vice Provost - The University of Texas at Austin
- Dr. Melissa A. Brown
Director of Assessment and Strategic Initiatives for the Division of Student Life - The University of Tennessee, Knoxville
- Dr. Jeffrey Hamilton **- QEP**
Vice Provost for Global Engagement - Baylor University

- Dr. Terry D Cruse
Associate VP & Head of Campus, MSU-Meridian - Mississippi State University
- Ms. Kelli D. Shomaker CPA
Vice President for Business & Finance - Auburn University
- Dr. Carleen Vincent-Robinson
Assistant Dean - Florida International University
- **SACSCOC STAFF REPRESENTATIVE**
Dr. Stephanie Kirschmann, Vice President - Southern Association of Colleges and Schools

U.S. Department of Education Requirements

The U.S. Department of Education (USDE) requirements for recognition of an accrediting agency include the on-site review of several criteria, which are embedded in specific SACSCOC standards. For these specific standards, even if the Off-Site Reaffirmation Committee determined Compliance, these standards must also be reviewed by the On-Site Reaffirmation Committee.

Table 3: Standards Listed as Off-Site/On-Site Review

Standard	Descriptor
5.4	Qualified administrative/academic officers
6.1	Full-time faculty
6.2.b	Program faculty
6.2.c	Program coordination
8.1	Student achievement
8.2.a	Student outcomes: educational programs
9.1	Program content
9.2	Program length
9.3	General education requirements
10.2	Public information
10.5	Admissions policies and practices
10.6	Distance and correspondence education
10.7	Policies for awarding credit
12.1	Student support services
12.4	Student complaints
13.6	Federal and state responsibilities
13.7	Physical resources
14.1	Publication of accreditation status
14.3	Comprehensive institutional reviews
14.4	Representation to other agencies

DOE Standards

Strategic Planning

ECU's Refresh Process

Strategic Planning Committee

Strategic Planning Advisory Committee

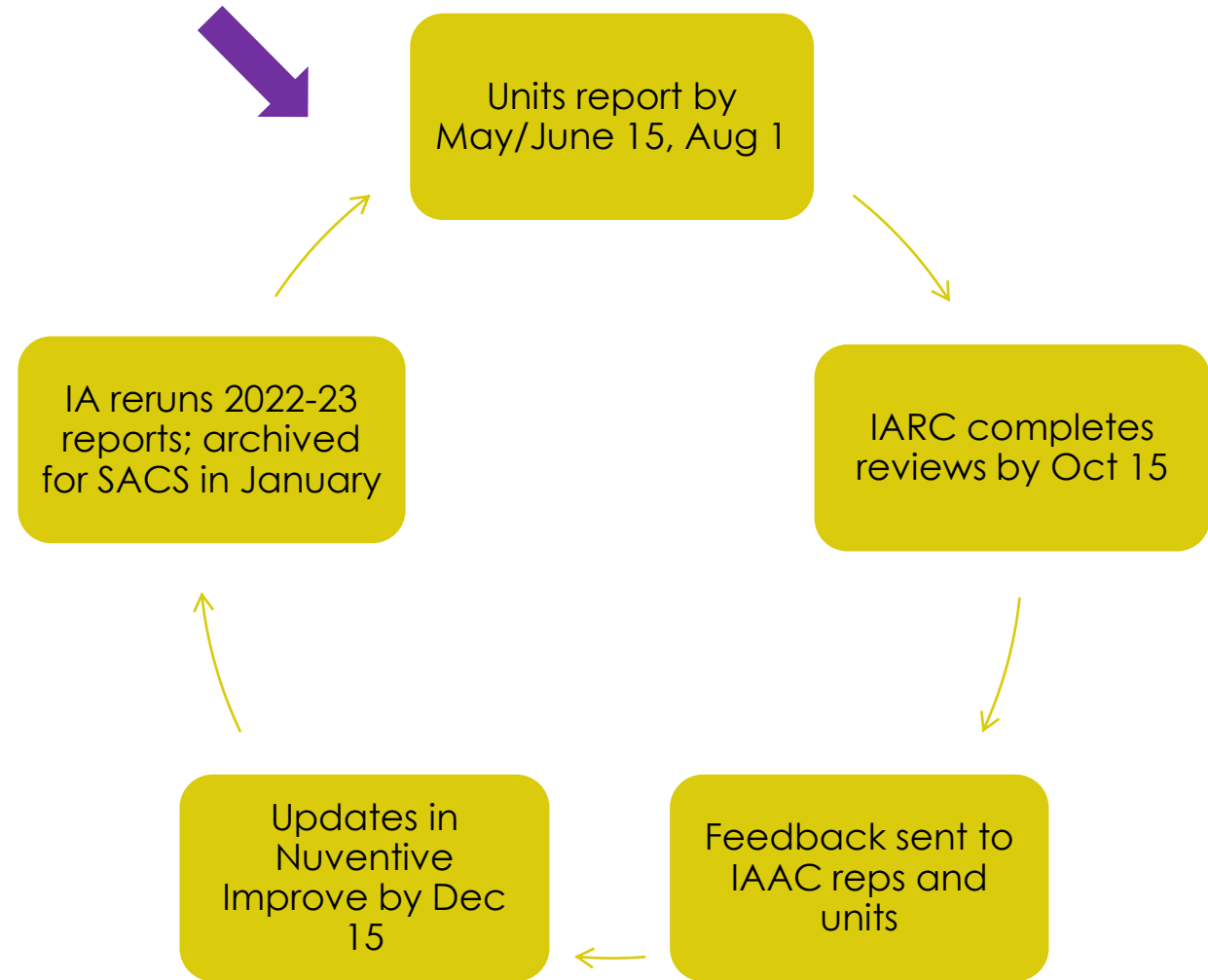**Campus Input:**

Community Meeting
Survey
Website

Assessment Reporting Update

Steps in the Assessment Reporting Process

We are here!

Units report by May/June 15, Aug 1

IARC completes reviews by Oct 15

Feedback sent to IAAC reps and units

Updates in Nuventive Improve by Dec 15

IA reruns 2022-23 reports; archived for SACS in January

Nuventive Improve Resources

ipar.ecu.edu/assessment/asmnt-outcomes/asmnt-outcomes-resources/

ECU

IPAR

About ▾   Planning ▾   Assessment ▾

Nuventive Improve Resources

- Instructions for Entering and Revising Assessment Reports: Video PDF

Survey Updates

Student Surveys

- Survey of Student Opinion of Instruction (SSOI)
  - 3,700+ eligible course sections
  - 15-week courses: April 12 – 25
  - Block 2 courses: April 12 – 18
  - Access via email link, Canvas integration, or at ecu.bluera.com/ecu
  - Reports released on May 9
  - Faculty180 integration

- Graduating Senior Survey (GSS) & Graduate Student Exit Survey (GSES)
  - April 13 – May 5
  - Students who have applied to graduate this spring receive Qualtrics link via email
  - Results visualized in IPAR Business Intelligence App
  - College, department, and program level reports available upon request
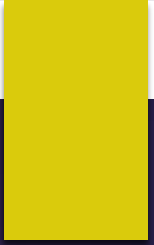
Faculty Surveys

- Department Chair Survey
  - April 17 – 30
  - Eligible faculty evaluate Chairs and School Directors
  - Receive link via email from Blue
  - Reports released in early May

- Administrator Survey
  - April 17 – 30
  - Eligible faculty evaluate Deans, Provost, and Chancellor
  - Receive link via email from Qualtrics
  - Reports released in early May

Academic and Centers & Institutes Program Reviews

Program Reviews
2023-2024

College of Nursing – Nursing (PhD)

Department of Coastal Sciences

School of Theatre & Dance

Fall 2023

Spring 2024

Department of Communication Sciences & Disorders

College of Allied Health Sciences – Rehabilitation Sciences (PhD)

Department of English

Department of Addictions & Rehabilitation Studies

East Carolina Heart Institute

East Carolina Diabetes and Obesity Institute

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