

IAAC Meeting

DECEMBER 13, 2023



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Agenda

- ▶ Welcome
- ▶ Strategic Planning Refresh
- ▶ Survey Update
- ▶ Assessment Reporting Update
- ▶ Assessment Review Process
 - ▶ Institutional Assessment Review Committee (I-ARC)
- ▶ General Education Assessment
- ▶ Diversity Competency Area Assessment



Strategic Planning

Consultation Agenda

Strategic Plan Progress
Review Committee

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graph TD; A[Strategic Plan Progress Review Committee] --> B[Review Rubric Components]; B --> C[Revised Plan Considerations]; C --> D[Next Steps and Timeline];
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Review Rubric
Components

Revised Plan
Considerations

Next Steps and Timeline

Strategic Plan Progress Review Committee

Purpose of the Committee

- ▶ Review draft unit alignment plans and provide feedback based on *Planning Guidelines*;
- ▶ Identify institutional metrics for the 2023-28 Strategic Plan and recommend 2028 targets;
- ▶ Conduct an annual review of institutional metrics, evaluate progress toward achieving university objectives, and provide recommendations to the Chancellor;
- ▶ Monitor unit progress through an annual review of Unit Annual Reports and provide feedback to the units.

Composition of the Committee

- ▶ One representative per planning unit, two-year term
- ▶ IPAR professional staff

Time Commitment

- ▶ One meeting per semester
- ▶ 4 hours of independent review of data or reports

Unit Representative	Unit
Joseph Thomas	ALS
Michelle Brooks	BSOM
Elijah Asagbra	CAHS
Lee Grubb	COB
Sarah Sconyers	COE
Jason Yao	CET
Daniel Clifton Shirley	CFAC
Susannah Berry	CHHP
Shannon Powell	CON
Edu Leorri	HCAS
Katie Ford	Honors
Eric Wade	ICP

Unit Representative	Unit
Marlena Rose	Laupus
Ikramuddin Aukhil	SoDM
Caroline Bevillard	Athletics
Jules Norwood	Marketing and Comm
Kathy Cox	AA – Grad School
Ying Zhou	AA – IPAR
Kristen Springer Dreyfus	AA – IPAR
Beverly King	AA – IPAR
Stephanie Coleman	Admin and Finance
Kathy Hill	Student Affairs
Greg Abeyounis	Advancement
Becky Welch	REDE

Review Rubric: Overall Ratings

Question 1: The Unit Plan:

- a) **advances the broader strategic goals and priorities** of the university
- b) prioritizes ECU as a **future-focused and innovation-driven university**
- c) presents **SMART strategies**
- d) includes goals connected to the **UNC System performance metrics**
- e) includes elements of a **learner success** agenda
- f) demonstrates a commitment to being a **national model for health and well-being**, if applicable
- g) demonstrates a commitment to producing professionals prepared to **provide high-quality care across NC rural communities**, if applicable
- h) demonstrates a commitment to enhancing a **culture of care** throughout the institution
- i) strengthens **collaboration and partnership** with internal and external communities

Detailed Feedback on Strategies and Metrics

Feedback on Strategies

- need more clarification
- make strategies more actionable
- provide more details
- consolidate strategies
- Other

Explain your recommendation:

Feedback on Metrics

- consolidate metrics
- consider alternative metrics
- use measurable metrics
- identify 2028 targets
- Other

Explain your recommendation:

College of Education Alignment Plan

Mission Priority 1: Student Success - We offer transformative experiences for all students during their time at ECU and beyond.



Select a University Mission Priority Objective: M1.1: Strengthen graduation and retention strategies while closing equity gaps to advance opportunity for all.

Unit Strategies: Insert or delete rows as needed.



M1.1.1.1	The College of Education (COE) We will strengthen graduation and retention rates by establishing and supporting mentorship programs, affinity groups, and scholar communities to foster students' sense of belonging and personal growth.
M1.1.2	We will proactively identify academic barriers to matriculation and implement targeted initiatives to support student persistence in their educational program.

Unit Metrics and Targets: Insert or delete rows as needed.



Strategy #	Metric	2022-23 Baseline (if available)	Target by 2028
M1.1.1	Overall COE Undergraduate and Graduate graduation rates	UG Overall Graduation Rate (Fall Cohort, 4 Year): 63.6% Location: IPAR Dashboard Grad Overall Graduation Rate (Fall Cohort, 6 year): 65.1% Location: IPAR Dashboard	By 2028, we will increase COE overall graduate and undergraduate graduation rates by 4%.
M1.1.1	Number of COE mentorship programs, affinity groups, and scholar communities and total participation in these programs.	Education Community of Scholars-66, Education Living Learning Community, ELLC Mentors-48 Others-?	By 2028, each COE department will establish at least one recognized affinity group.
M1.1.2	Annual overall COE Undergraduate and Graduate graduation rates	UG Overall Graduation Rate (Fall Cohort, 4 Year): 63.6% Location: IPAR Dashboard	By 2028, we will increase the overall graduate and undergraduate graduation rates by 4%.

A Author  

Suggested wording of strategies

A Author  

Well stated metric, baseline data description, and target.

A Author  

Could a measure of the belonging and/or personal growth be another metric option? This may be too cumbersome to collect but wanted

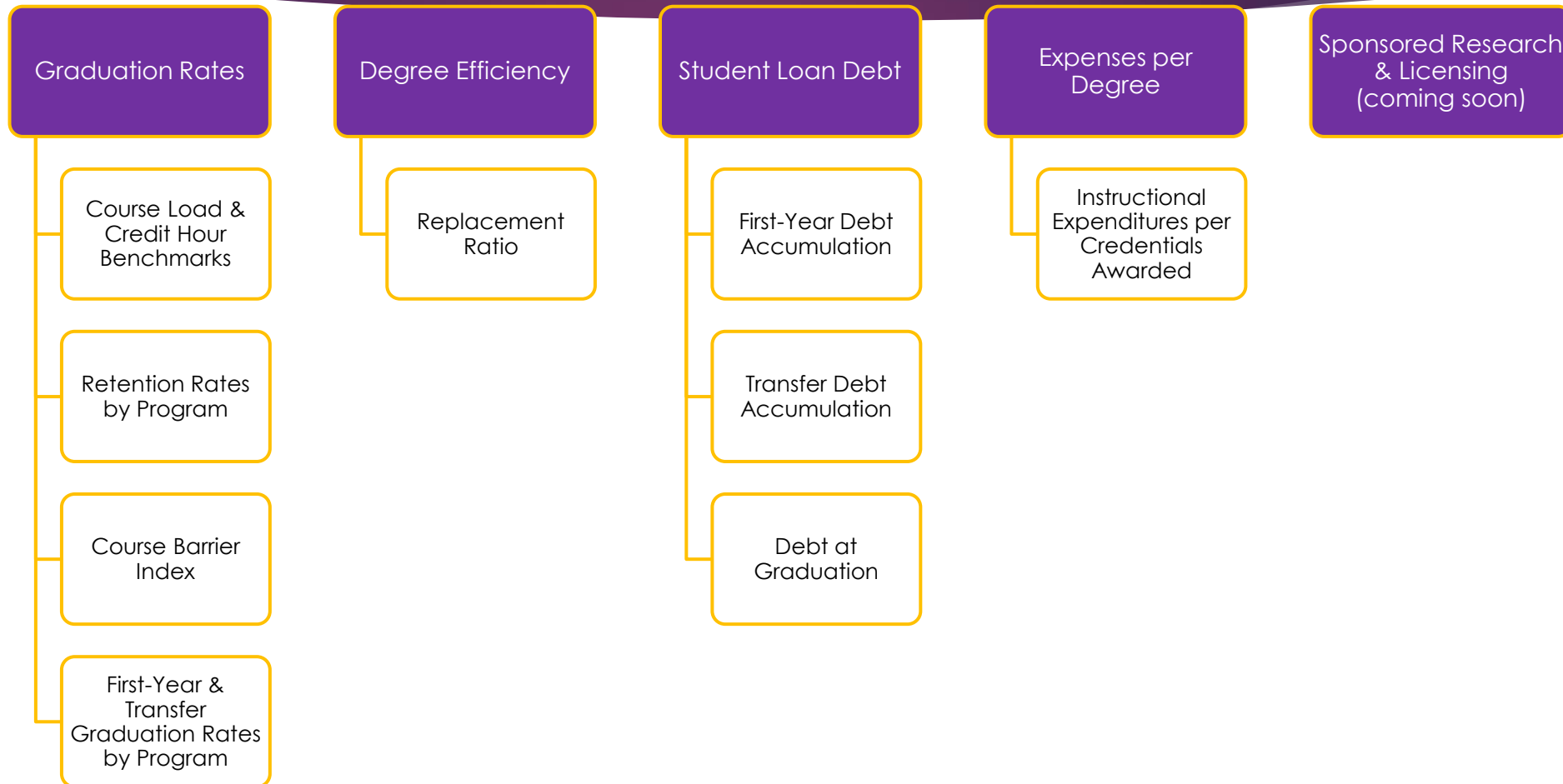
Considerations

- ▶ Enrollment and UNC Performance-based Funding
 - ▶ SCH production or alternative revenue (e.g., Project Kitty Hawk, micro-credentials, etc.)
 - ▶ First-time full-time student 4-year graduation rate
 - ▶ Units need to strive to increase their one-year retention rate to 85%
 - ▶ Undergraduate student loan debt (first-time students and transfers)
 - ▶ Educational and related cost per degree
 - ▶ Research productivity
- ▶ Lengths of the plan
 - ▶ Units were asked to address 5 out of 6 university priorities (Rural Health is optional). Units are **not** required to address every objective under a University Priority.
 - ▶ If the plan looks too long, units should exclude business-as-usual strategies or consolidate related strategies.
 - ▶ If the plan has too many metrics, units should select core metrics that are closely tied to the university objective(s).
- ▶ Impact of the plan
 - ▶ Alert the units where significant resources (funding or staff support from another unit/office) are required to implement the plan.

IPAR Strategic Actions App

- ▶ A set of dashboards designed to provide data on ECU performance metrics as well as leading, lagging, & related indicators
- ▶ Definitions and explanations of indicators are built into the dashboards.
- ▶ Strategic Actions App training sessions will provide instruction on how to access & navigate the dashboards as well as an opportunity to ask questions.
- ▶ Keep in mind
 - ▶ Not all performance metrics as defined by the UNC system office can be replicated locally.
 - ▶ You do not have to use these metrics in your strategic alignment plan; however, they may prove valuable in designing actions within your college and departments to contribute to the achievement of ECU strategic plan objectives.

IPAR Strategic Actions App



Next Steps and Timeline



Participate in IPAR consultation and use feedback to inform edits to the draft plan



Attend a "Strategic Actions App" Training (Nov 16, 17, 20, or 21; 8:30 – 10 am)



Conduct additional consultations with university stakeholders as needed



Final plans and Overviews are due by Friday, December 15th



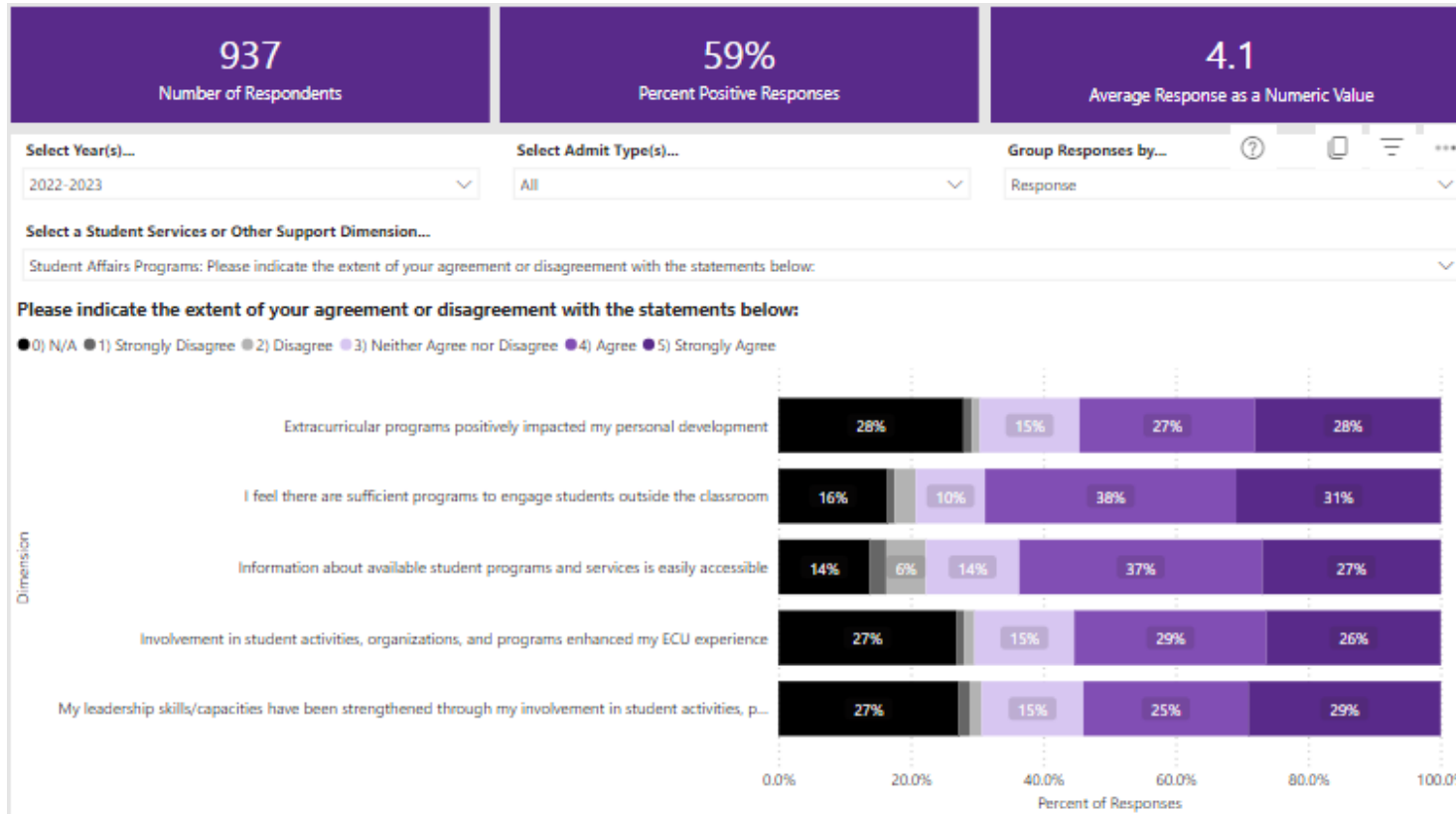
Survey Updates

Fall 2023 Survey Updates

- ▶ Survey of Student Opinion of Instruction (SSOI)
 - ▶ Memo from Provost on Nov 16
 - ▶ Survey open Nov 21 – Dec 4
 - ▶ Response Rate: 44%
 - ▶ Reports released on Dec 18
- ▶ Graduating Senior Survey (GSS)
 - ▶ Nov 15 – Dec 22
 - ▶ Response Rate: 23%
- ▶ Graduate Student Exit Survey (GSES)
 - ▶ Nov 15 – Dec 22
 - ▶ Response Rate: 28%

Exit Survey Reports

Business Intelligence App



Longitudinal Reports

▶ Graduating Senior Survey (GSS) Report

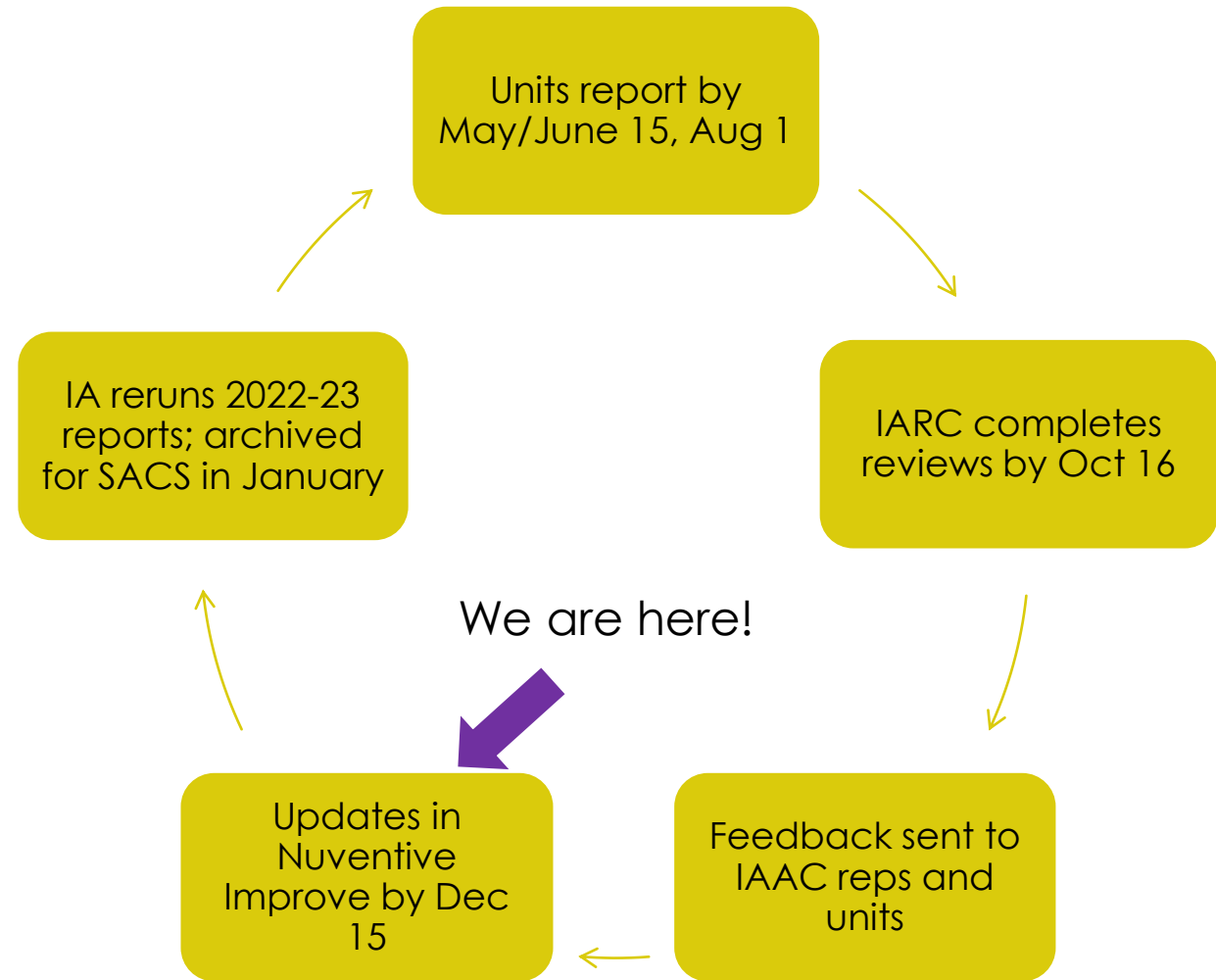
- ▶ Data from 2016 to 2023

▶ Graduate Student Exit Survey (GSES) Report

- ▶ Data from 2016 to 2023

Assessment Reporting Update

Steps in the Assessment Reporting Process



Assessment Review Process

Institutional
Assessment
Review
Committee
Fall 2023

- ▶ Number of reports that were reviewed:
 - ▶ 68 educational programs
 - ▶ 26 support units
- ▶ Number of reviewers:
 - ▶ 35 for educational programs (9 were new)
 - ▶ 13 for support units (1 was new)

Reviewers

BSOM Jhojana Infantes Linares Rich Franklin David Eldridge	COB Jaclyn Beierlein Shelly Brantley Cody Chullen Eric Kisling Craig Marshall	IPAR Cyndi Bellacero Kristen Dreyfus Danyell Harmon Yihui Li Jeanette Morris Susan Morrissey
CAHS Leigh Cellucci Hillary Dodge Evans Mike Garrison	COE Holly Fales Sarah Sconyers Mary Worthington	CON Laura Batson
CET Karl Abrahamson Page Varnell Jason Yao	HCAS Nehad Elsayaf Ken Ferguson Javier Lorenzo Vera Tabakova	Student Affairs Kathy Hill Helen Mulhern Halasz Ashleigh Taylor Jeremy Tuchmayer
CFAC Jay Juchniewicz Mary Tucker- McLaughlin	SODM Dennis Cufone Alex Gillone Brett Erwin	Chancellor's Division Kimrey Miko Kimberly Nicholson
CHHP Susannah Berry Sandy Lookabaugh Jeff Pizzutilla	Academic Affairs Jennifer Baysden Bill Mallett	

Summary of I-ARC Reviews

Number of reviews that had:	Educational Programs	Support Units
All Yes responses	26	7
Up to 19% No responses	17	4
20 – 39% No responses	13	10
40% or more No responses	12	5
Total number of reviews	68	26

→ Targeted emails

→ Consultations

IA has had consultations with 11 of the units in the consult group so far. Have also had consultations with 8 units in the other “no” groups.

Units with all Yes Responses on IARC Review

<p>HCAS Criminal Justice MS/CJ Educ Cert Economics BA/BS English BA GIS and Technology G Cert Geology BS International Studies MA/ Cert Multi Studies BS/BA Security Studies Philosophy BA</p>	<p>CHHP Biofeedback G Cert Environmental Health BS Gerontology G Cert Gerontology Minor Public Health BS Substance Abuse G Cert</p>	<p>CAHS Clinical Laboratory Science BS Health Info Management BS Health Services Management BS Physician Assistant MS</p>
<p>CON Nursing BSN</p>	<p>CFAC Music BM</p>	<p>BSOM Public Health MPH/Public Health Foundations and Practice Cert Office of Student Affairs</p>
<p>COE Behavior Specialist G Cert School Administration MSA</p>	<p>COB Finance G Cert Marketing G Cert Supply Chain Mgmt G Cert</p>	<p>Student Affairs Assessment and Research Dean of Students Office Dining Services Housing Operations SA Planning and Program Review Student Rights and Responsibilities</p>



General Education Assessment



Social Sciences – Assessment Results

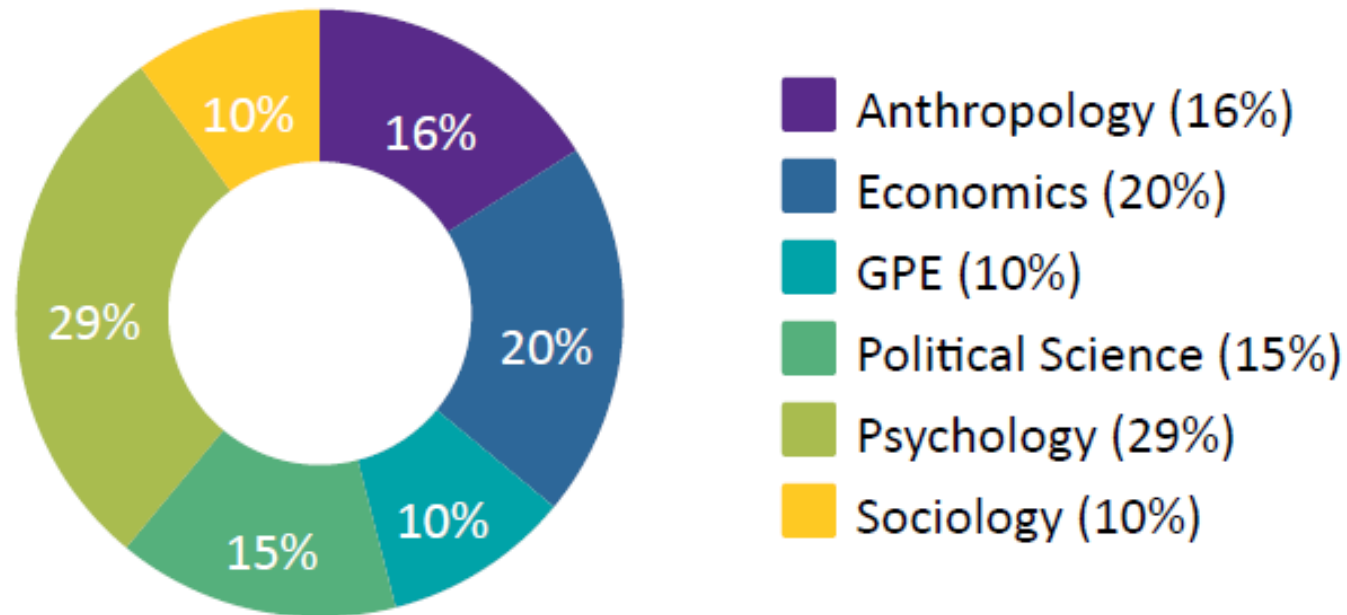
Data collection: Fall 2022 & Spring 2023

6 departments, 8 courses, 40 sections

1,926 students, 84% of the total students in the selected courses, 18% of all students taking social sciences courses

Social Sciences – Assessment Results

Assessment Sample by Department, N=1926



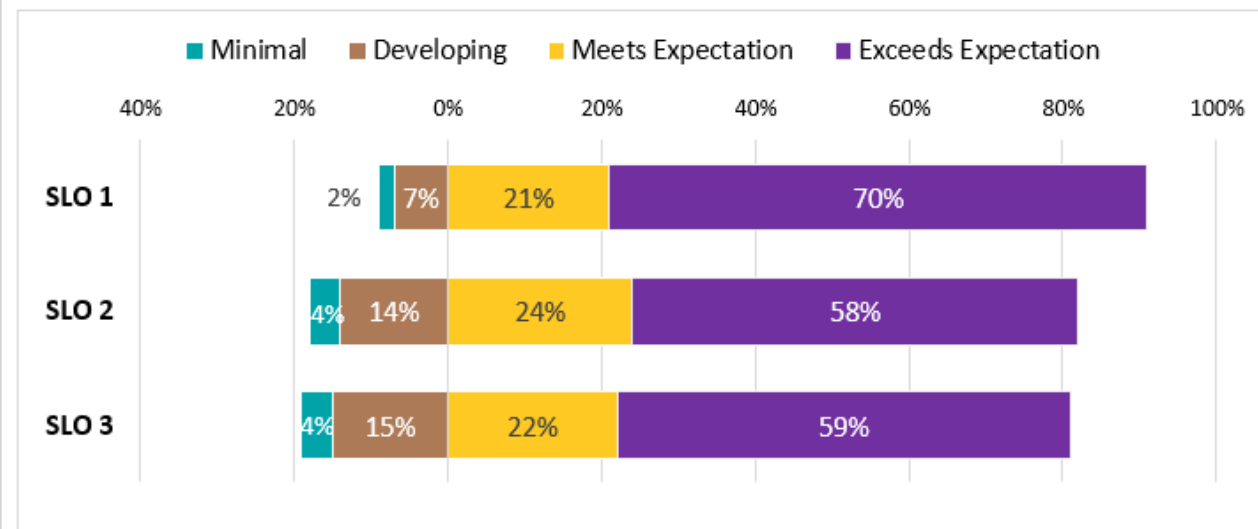
Social Sciences – Assessment Results

SLO 1: Apply discipline specific knowledge in the social sciences to explain the key factors that shape social institutions, structures, and processes that shape human behavior and social interaction.

SLO 2: Explain how cultural and historical contexts influence individual behavior, society or culture.

SLO 3: Apply discipline specific theories and modes of inquiry in the social sciences to analyze social contemporary behavioral or cultural issues.

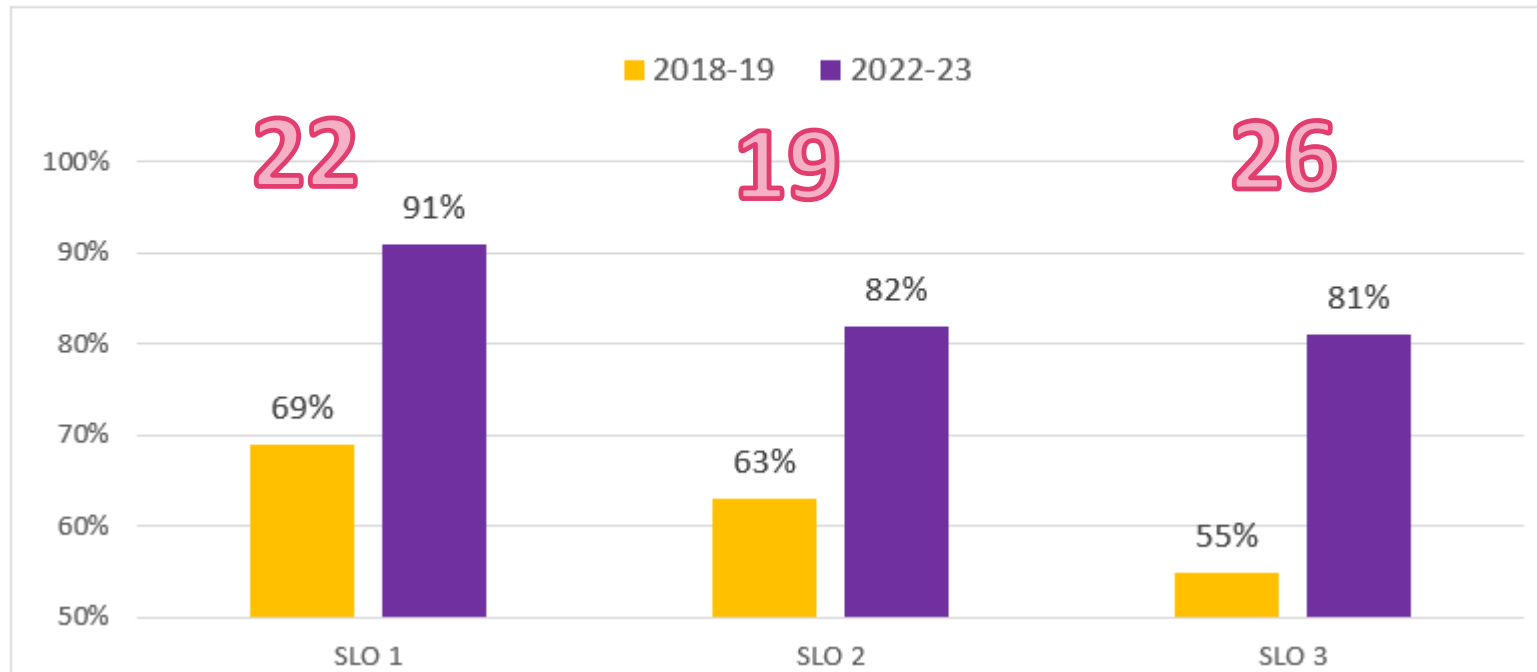
Figure 3. Social Sciences Competency Level Results by SLO



Note: For SLO 1 and 2, N = 1926. For SLO 3, N = 1891.

Social Sciences – Assessment Results

Figure 4. Percentage of Students Scoring "Meets Expectation" or "Exceeds Expectation" by Year

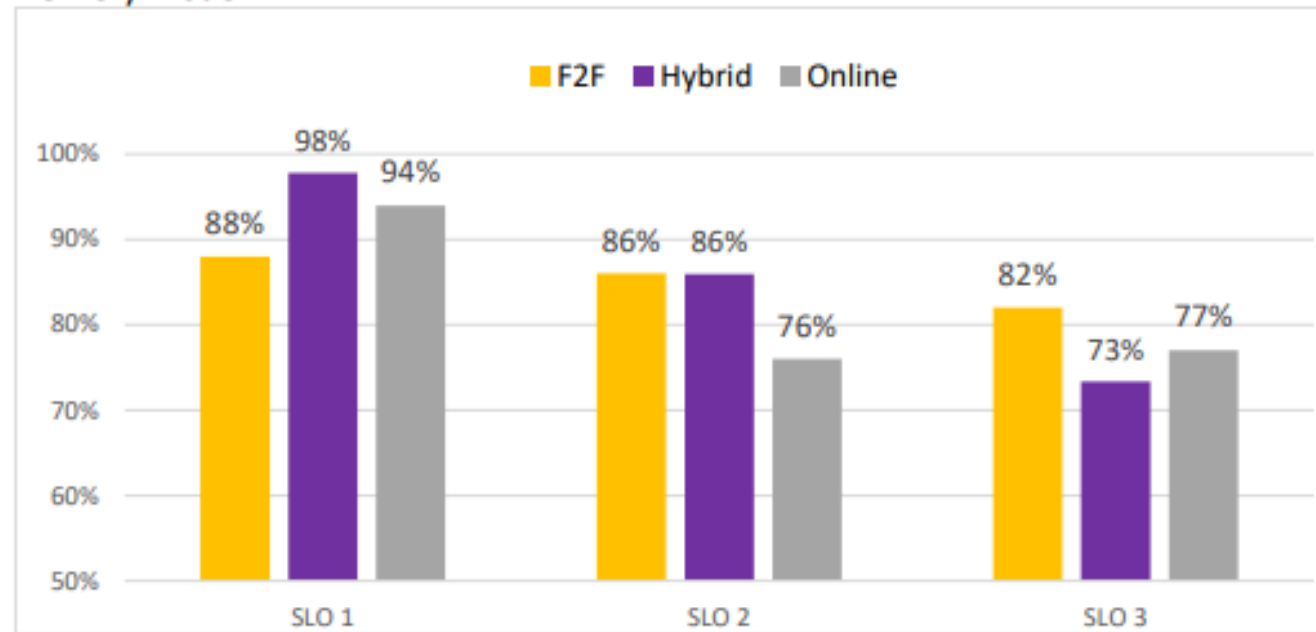


Social Sciences – Assessment Results

Assessment Sample:

- F2F: 57%
- Hybrid: 7%
- Online: 36%

Figure 5. Percentage of Students Achieving Expected Learning Outcomes By SLO and Course Delivery Mode



Social Sciences – Assessment Results

Group Comparisons

- Meeting expectations: yes, no
- Age, gender, first-gen status, pell offered, race/ethnicity, residency, rural, full-time status, class level, unmet financial need, admit type, and military affiliation
- chi-square test of independence (significance level 0.05)
- Cramér's V

Group (VS the rest)	% in the sample	SLO 1	SLO 2	SLO 3
Underrepresented Race/Ethnicity	29%			Yes, small
In-state Rural	91%			Yes, small
Male& Rural	18%	Yes, small		
Male & Underrepresented Race/Ethnicity	13%	Yes, small		Yes, small
Rural & Underrepresented Race/Ethnicity	14%	Yes, small	Yes, small	Yes, small
First-Gen & Underrepresented Race/Ethnicity	11%			Yes, small



Diversity Competency Area Assessment

Why – Quality Assurance & Continuous Improvement

General Education

- The general education requirement is 40 semester hours.
- Ongoing student learning outcomes assessment and syllabi review.

Writing Intensive

- Each student must complete a minimum of four writing-intensive courses, typically including ENGL 1100 and ENGL 2201; at least one writing-intensive course in the major; and any other writing-intensive course of the student's choice.
- [Ongoing program review](#) by the [Writing Across the Curriculum Committee](#).
- Submission of Students' work to Portfolio.

Domestic and Global Diversity Course

- Undergraduate students are required to complete two three-hour diversity courses: one course with a domestic diversity focus and one with a global diversity focus.
- **No student learning outcomes assessment and syllabi review.**

Courses that Carry Diversity (DD, GD) Credit

Course lists are also available and can be viewed by clicking on the following links:

- [Domestic Diversity \(DD\)](#): 125 courses
- [Global Diversity \(GD\)](#): 221 courses

Please note that there is no overlap between these designations, meaning no courses have both.

Assessment Schedule

Fall 2020 – Spring 2021	Fall 2021 – Spring 2022	Fall 2022 – Spring 2023	Fall 2023 – Spring 2024
Data Collection Mathematics Written Communication	Data Collection Natural Sciences Health Promotion/Physical Activity	Data Collection Social Sciences Fine Arts	Data Collection Humanities Diversity
Review & Action Plan Humanities	Review & Action Plan Mathematics Written Communication	Review & Action Plan Natural Sciences Health Promotion/Physical Activity	Review & Action Plan Social Sciences Fine Arts
Implementation of Action Plan Social Sciences Fine Arts	Implementation of Action Plan Humanities	Implementation of Action Plan Mathematics Written Communication	Implementation of Action Plan Natural Sciences Health Promotion/Physical Activity
Departmental Progress Reporting Natural Sciences Health Promotion/Physical Activity	Departmental Progress Reporting Social Sciences Fine Arts	Departmental Progress Reporting Humanities	Departmental Progress Reporting Mathematics Written Communication

Pilot Data Collection in Spring 2024:

- **Colleges that Offer DD/GD Courses but Do Not Participate in the General Education Assessment (highlighted in green)**

Colleges Offered Diversity Courses in Spring 2023

COLLEGE
College of Arts and Sciences
College of Business
College of Fine Arts and Communication
College of Health and Human Performance
College of Engineering and Technology
College of Education
College of Nursing
Honors College
College of Allied Health Sciences

Syllabi Review: Enhancing Alignment and Accountability

Syllabi

- communication tools
- contracts between students and the instructor
- records of what courses cover and how student outcomes and performance are evaluated for accountability purposes
- ...more

Current Status: Following course approval for specific designations, no ongoing review process is in place to ensure that course objectives and content remain aligned with designation outcomes over time.

Review Purpose (is not punitive in nature and is not intended to revoke any designations):

- To assess the alignment of course objectives and content with diversity student learning outcomes.
- To provide constructive feedback in case of any alignment discrepancies.

Syllabi Review Schedule

Note: Honor sections' syllabi will be included in each competency area sampling process and reviewed by the Committee.



Competency	Collection	Review
Humanities	Fall 2023	Spring 2024
Syllabi from Spring 2023 and Fall 2023		
Diversity	Spring 2024	Fall 2024
Syllabi from Fall 2023 and Spring 2024		
Written Communication & Mathematics	Fall 2024	Spring 2025
Syllabi from Spring 2024 and Fall 2024		
Natural Sciences	Spring 2025	Fall 2025
Syllabi from Fall 2024 and Spring 2025		
Health Promotion	Fall 2025	Spring 2026
Syllabi from Spring 2025 and Fall 2025		

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

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