IAAC Meeting

JUNE 12, 2024

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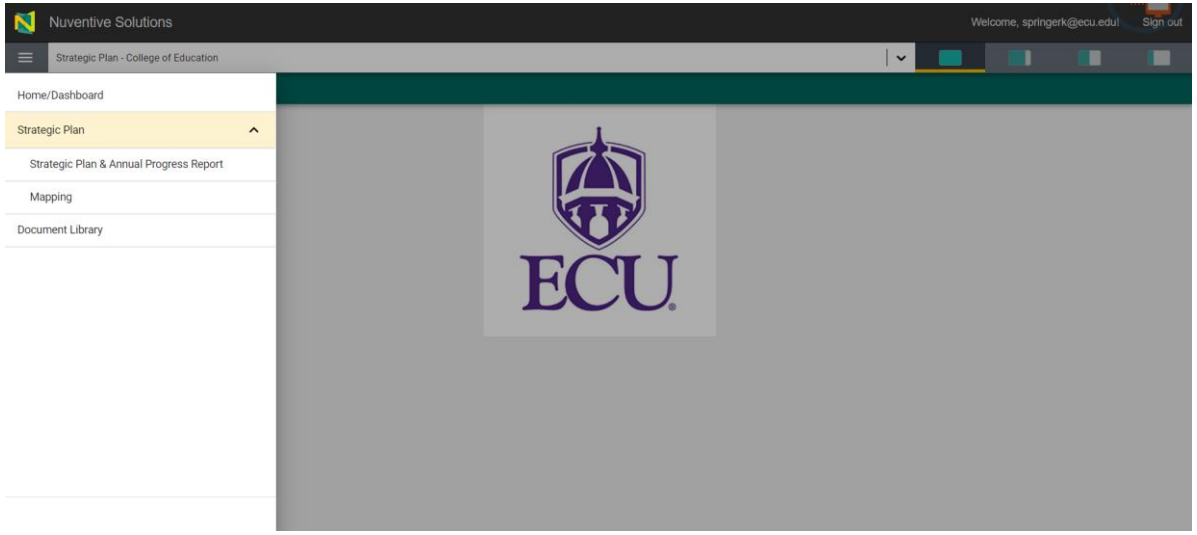
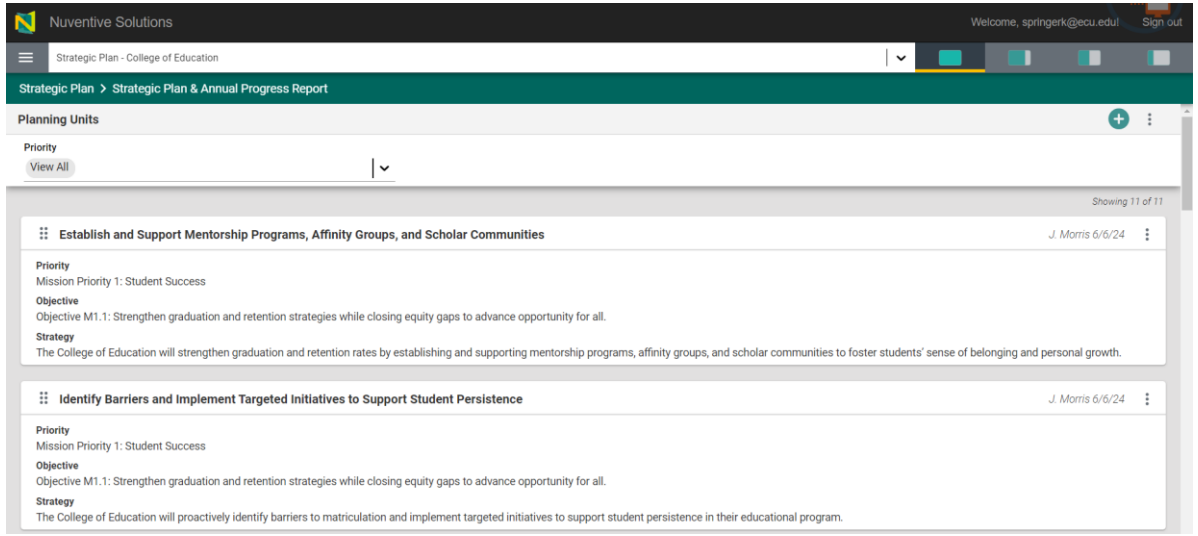
Agenda

- Welcome
- Strategic Planning Update
- UNC System Assessment and Accreditation Council Meeting
  - Institutional Accreditors
  - Academic Program Planning
  - Foundations of American Democracy
- Assessment Reporting Update
- Institutional Assessment Review Committee Process Changes
- Assessment Successes

Strategic Planning

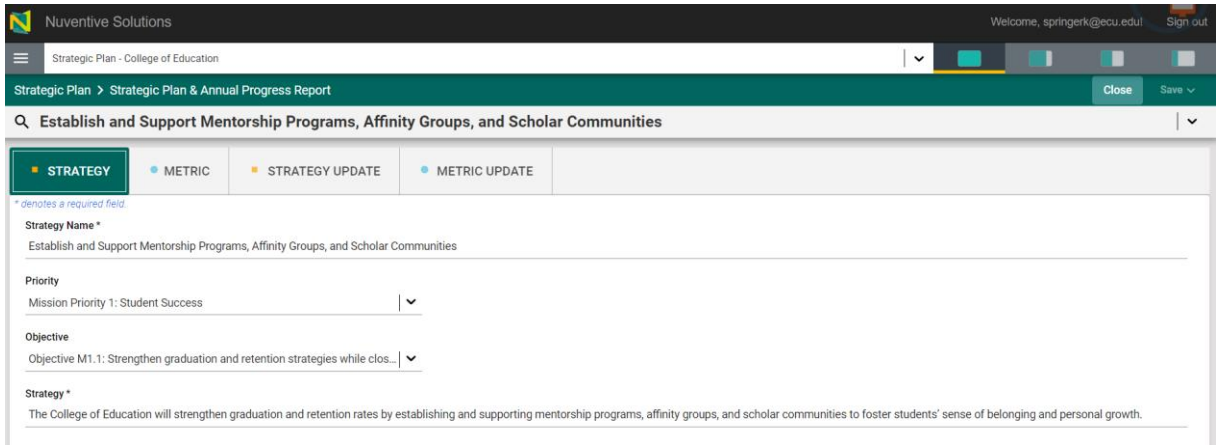
Strategic Alignment Plans in Nuventive Improve

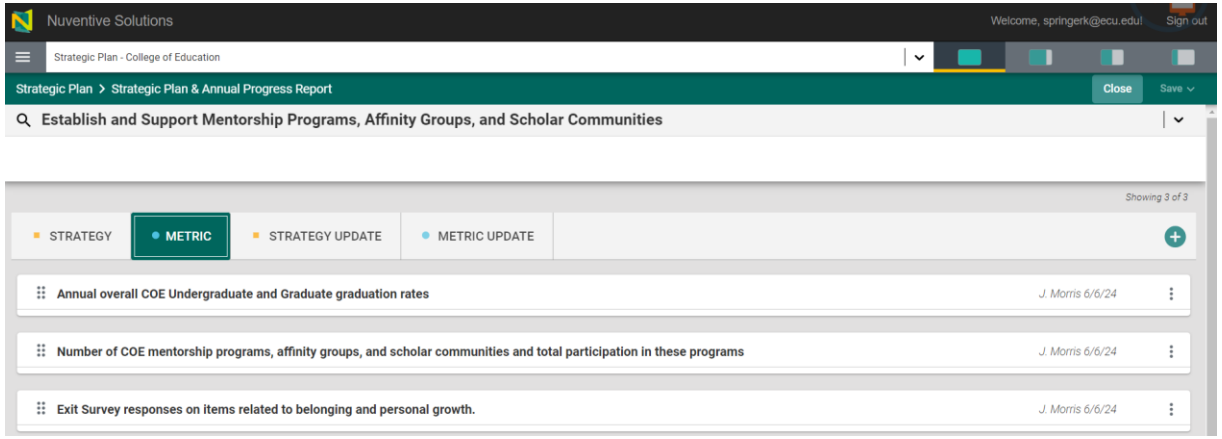




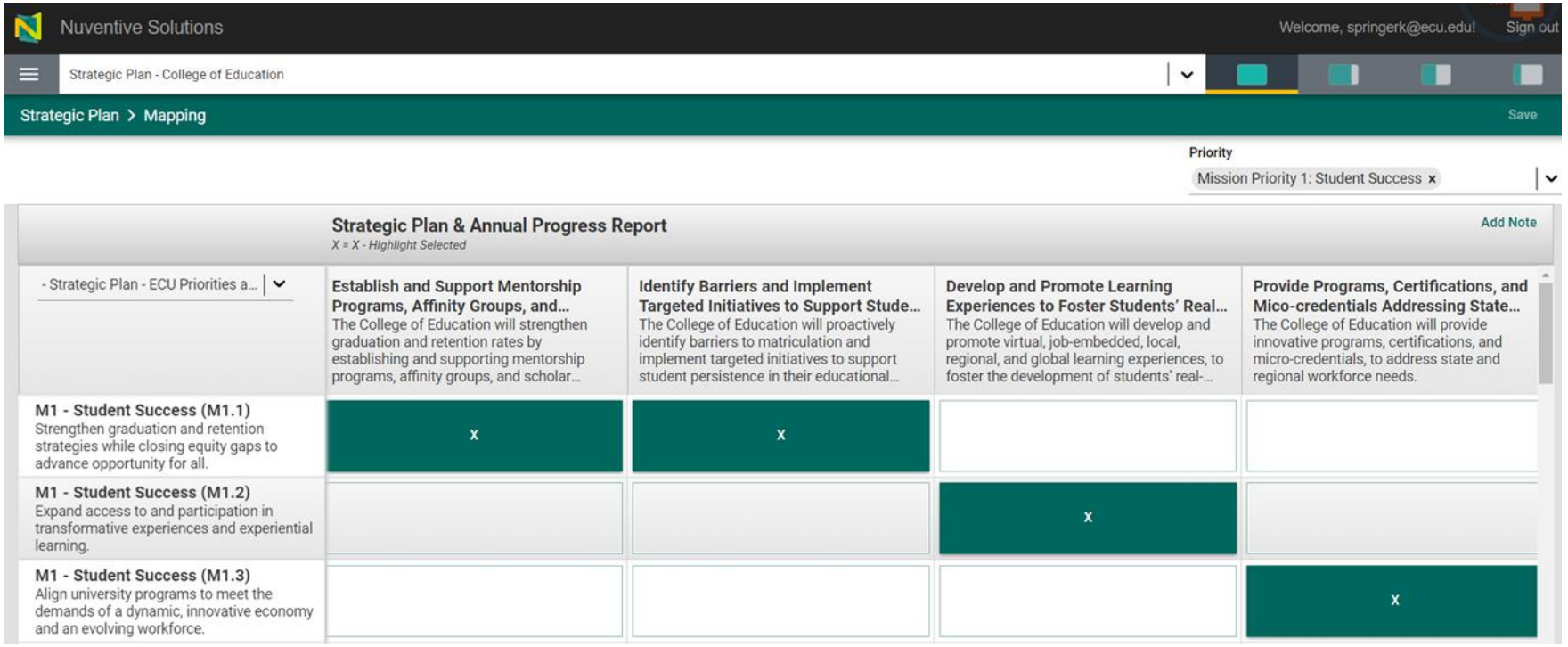
ECU

Strategic Alignment Plans in Nuventive Improve





Strategic Alignment Plans Mapping



ECU

Unit Overviews

- Creative Services & Formatting
- Public Facing on Website

Alignment Plan Dashboard Coming Soon!

UNC System Assessment & Accreditation Council

Institutional Accreditors

Legislative Context and Consequence

- General Assembly, Session 2023: House Bill 8 has various changes to the General Statutes, including an amendment to GS 116-11.4:
  - Prohibits consecutive accreditation by an accrediting agency unless the institution is denied candidacy by any other agency 3 years before current accreditation expires.
  - Allows for a civil action against any person who makes a false statement to the accrediting agency if four specific criteria are met.
  - Requires BOG to establish a Commission to study alternatives to the current accreditation process; Findings submitted to Joint Legislative Education Oversight Committee by 9/1/24.
- Impact on Institutional Accreditation:
  - Current accreditation must be maintained while seeking candidacy and full accreditation with a different accreditor. Candidacy application would happen for each accreditation cycle.
  - Many ECU's PRRs, along with Faculty Manual, have SACSCOC language embedded in them or are based on SACSCOC principles and policies.

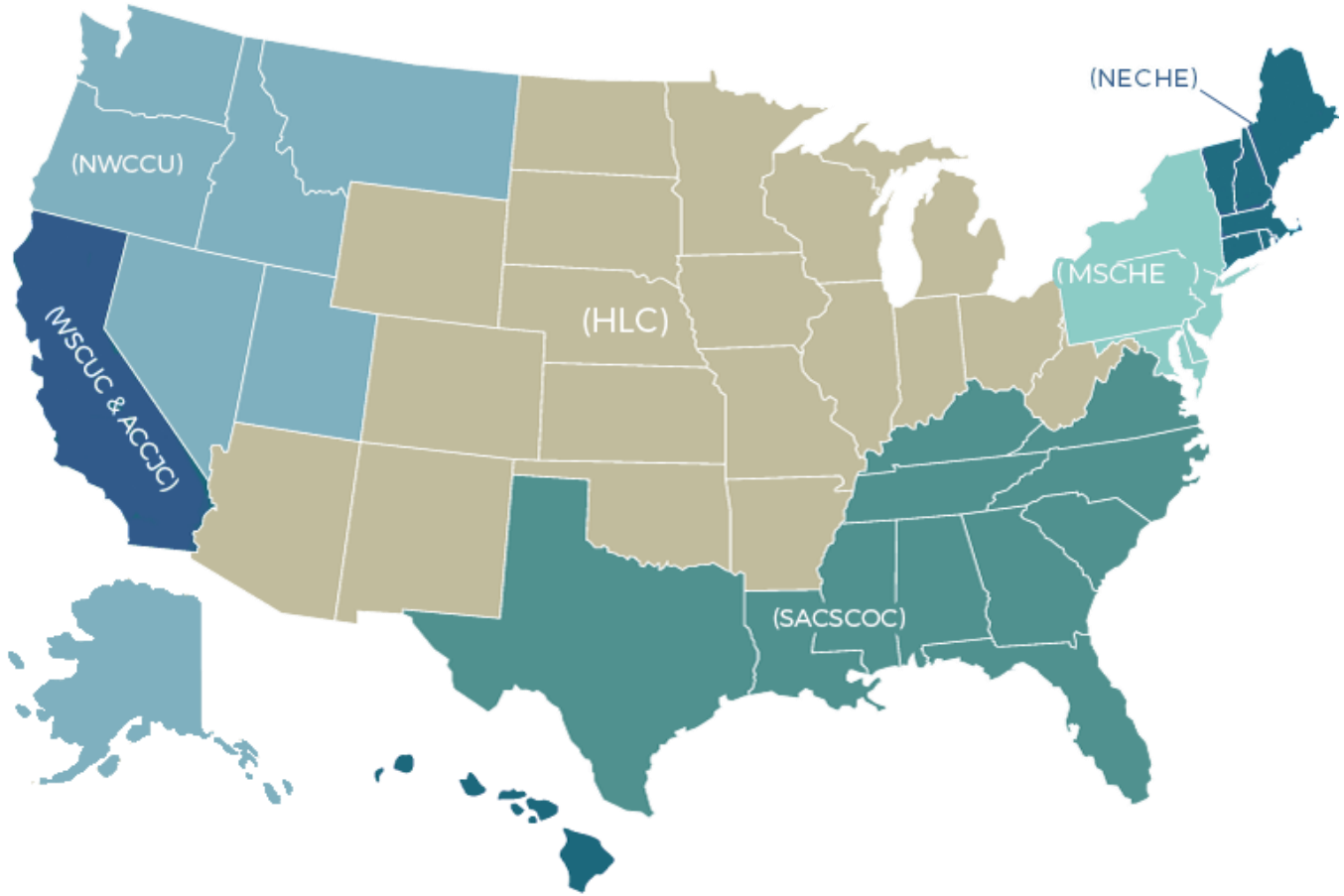
What New Accreditors Are Known Options for UNC System Institutions?

Higher Learning Commission (HLC)

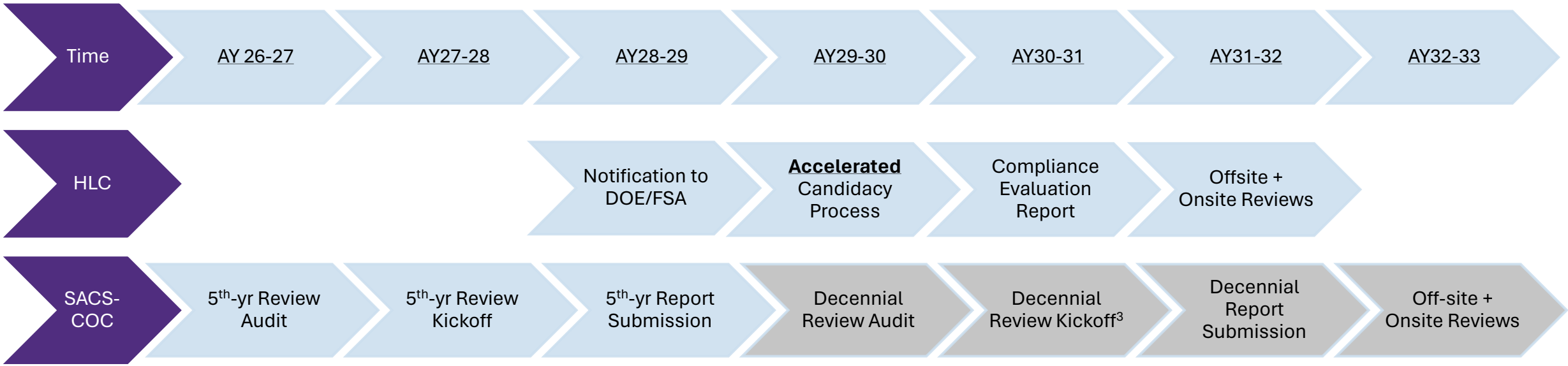
- One of the six previously regional accreditors (now institutional accreditors) in the United States. HLC accredits degree-granting post-secondary educational institutions within the United States.
- Like SACSCOC, HLC is governed by a board of trustees elected by the membership and administered by a president.
- Council for Higher Education Accreditation (CHEA) and USDE recognized.

Middle States Commission on Higher Education (MSCHE)

- Institutional accreditor for institutions of higher education throughout the United States.
- MSCHE is governed by commissioners chosen from administrative or academic representatives of member institutions or public representatives and administered by a president.
- USDE recognized; not CHEA recognized.


(NECHE)
(NWCCU)
(MSCHE)
(HLC)
(WSCUC & ACCJC)
(SACSCOC)
Northwest Commission on Colleges and Universities (NWCCU)
Higher Learning Commission** (HLC)
WASC Senior College and University Commission* (WSCUC) & Accrediting Commission For Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC)
Southern Association of Colleges and School Commission on Colleges (SACSCOC)
Middle States Commission on Higher Education*** (MSCHE)
New England Commission on Higher Education (NECHE)

Timeline for ECU to Maintain Accreditation with SACSCOC while Achieving Candidacy with HLC



Key Takeaways

- NC House Bill 8 requires ECU to find a new accreditor every cycle (8-10 yrs.)
- UNC-SO put out an RFP to accreditors, only 2 responded favorably – HLC and MSCHE.
- Institutions would have to re-learn principles, policies, procedures, and guidelines for each accreditor.
- Institutional PRR's and procedures and guidelines will need to be updated to new accreditor standards, while still maintaining old standards.
- Time, money, and manpower will need to maintain current accreditation and also seek new accreditation each cycle.
- Unsure if HLC will allow the accelerated pathway in future moves or if process will be more laborious to reapply. MSCHE and SACSCOC do not have accelerated pathways.

SECTION 400.1 OF
UNC POLICY MANUAL

Academic Program Planning Policy & Regulations

Policy on Academic Program Planning

- Section 400.1 of the UNC Policy Manual on Academic Program Planning, operationalizes these responsibilities and outlines the processes and expectations for academic program planning in the UNC System. The policy calls for both constituent institutions and the System Office to **identify programs that are designed to meet local, regional, and state labor market needs**. The policy **establishes basic criteria for the evaluation of proposed academic programs**, including "**the demand for the program in the locality, region, or State as a whole**" and "**employment opportunities for program graduates**."

Policy on Academic Program Planning

- Section 400.1 of the UNC Policy Manual also calls on **campuses to "regularly review the priorities of their offerings** and are to **be prepared to discontinue programs that no longer meet any significant need**" and on the **System Office to carry out "periodic reviews to determine whether productivity and quality review processes are followed**."

Policy on Academic Program Planning

- Biennial State Workforce Scan – Fall 2026 start (SO requirement)
  - Emerging labor market demands;
  - Alignment between the System's academic program portfolio and labor market demands;
  - Trends in employment outcomes for graduates by program of study, and
  - New and expandable degree and credential programs that would be beneficial to the state
- Biennial Program Productivity Report – Spring 2025 start (SO requirement)
  - Key measures including student demand, credentials produced, post-graduation employment and earnings, ROI, and other considerations

Policy on Academic Program Planning

- Institutional 7-year Academic Program Inventory Review (Section V(A)(ii)
  - Current and projected student demand, as measured by enrollments in the majors and degrees produced;
  - Current and projected workforce demand, as measured by projected job growth and existing data on student employment outcomes;
  - Student outcomes, including persistence, graduation, time to degree, and where possible, post-graduation success;
  - Program costs and productivity, including research, scholarship, and creative activity and student credit hours produced compared to the number and cost of faculty and staff;
  - The contribution of the program to professions that are critical to the health, educational attainment, and quality of life of North Carolinians; and
  - Any other considerations identified by the chancellor or by the President.
- Summary Reports
- Programs with Specialized/Programmatic Accreditation

SECTION 400.1.5

Foundations of American Democracy

Foundations of American Democracy

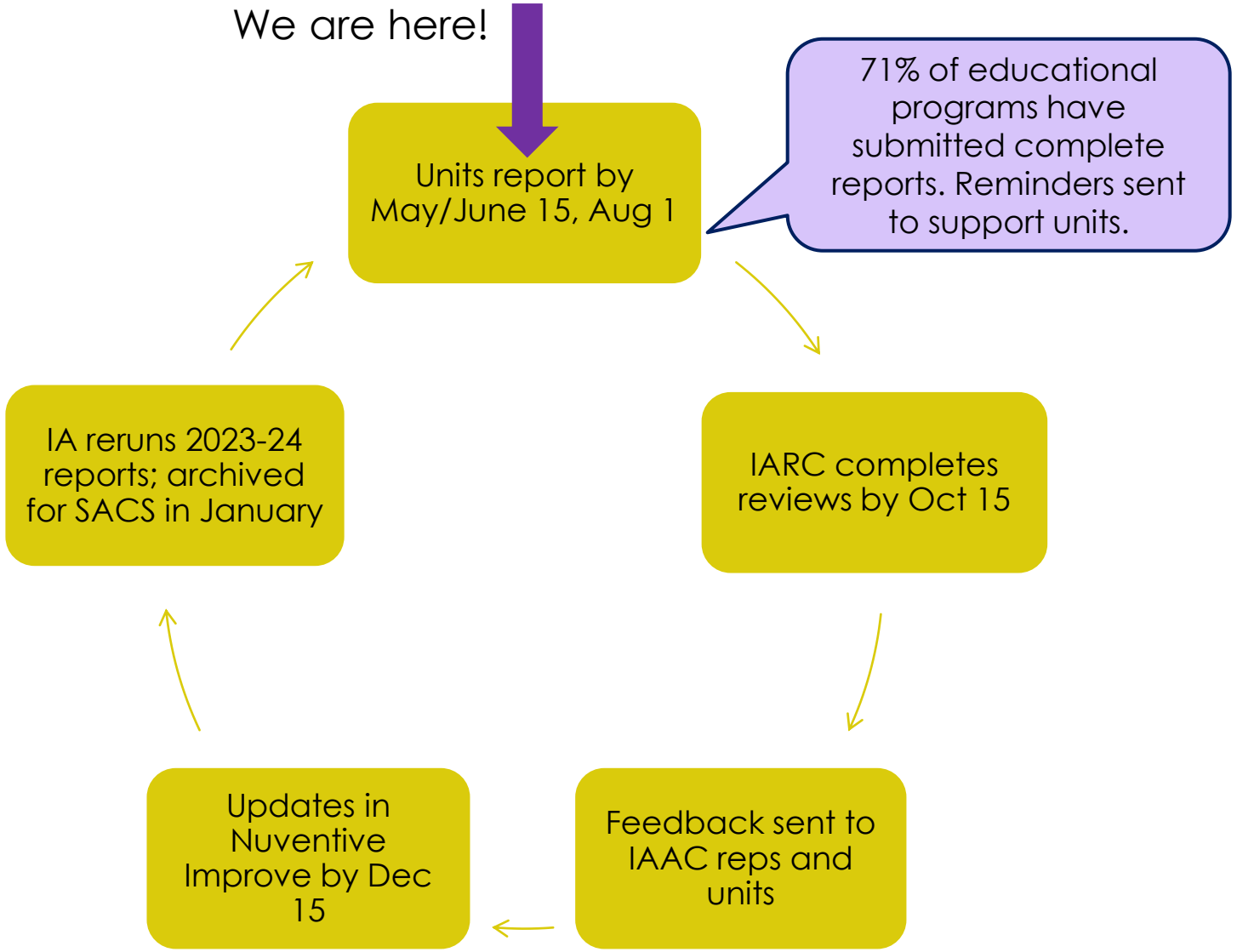
- Graduates of UNC System schools will encounter two SLOs built around texts foundational to American Democracy
- SLOs may be met in one course or separately in two courses
- Provide students with a common foundation
  - Prepare to think critically about their role in public life
  - Contribute to centuries-old debates that define American civic culture

Foundations of American Democracy

- SLO 1 – Evaluate key concepts, principles, arguments, and contexts in founding documents of the American republic, including the United States Constitution, the Declaration of Independence, and a representative selection of the Federalist Papers; and
- SLO 2 – Evaluate key milestones in progress and challenges in the effort to form "a more perfect Union," including the arguments and contexts surrounding the Gettysburg Address, the Emancipation Proclamation, and the Letter from Birmingham Jail, as well as other texts that reflect the breadth of American experiences.

Assessment Reporting Update

Steps in the Assessment Reporting Process

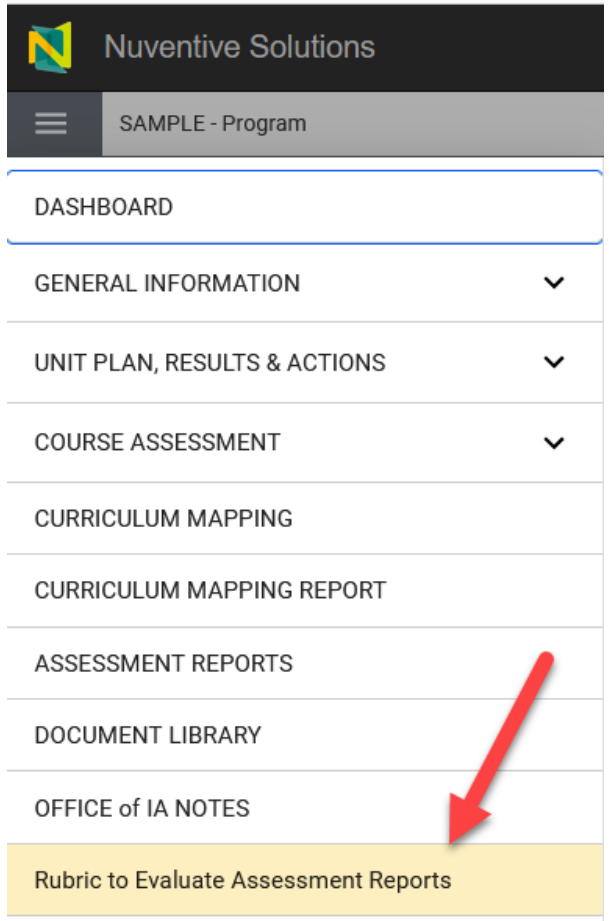


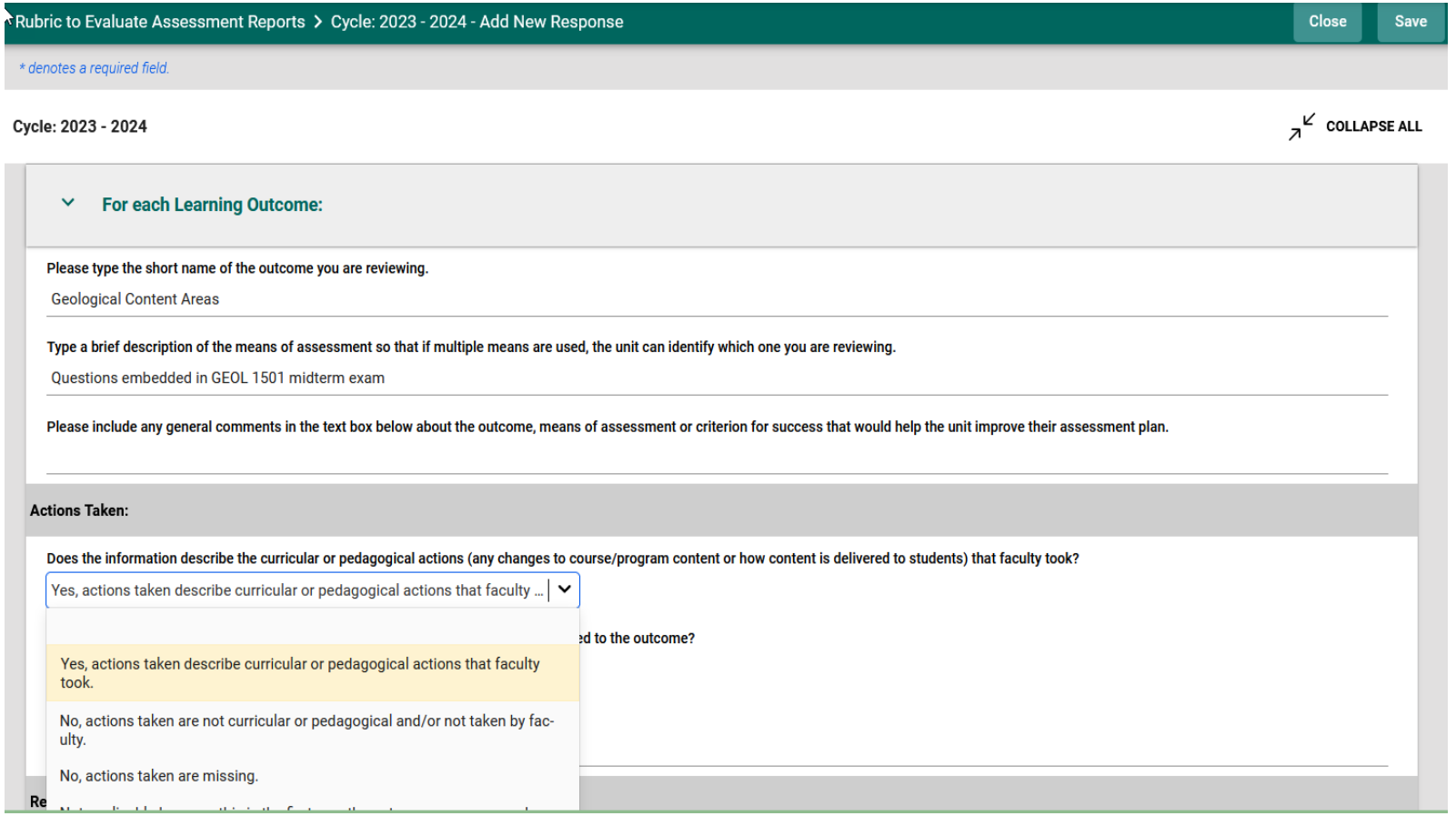
Institutional Assessment Review Committee Process Changes

Possible Changes to IARC Process

- Complete rubric in Nuventive Improve instead of Blue
- Fewer questions on the rubric
- Fewer outcomes/MOAs to review

Complete Rubric in Nuventive Improve Instead of Blue





Fewer Questions on the Rubric

1 question

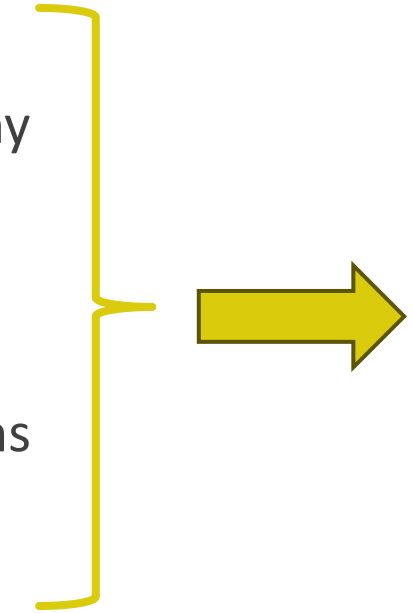
- Do the actions taken describe the curricular or pedagogical actions (any changes to course/program content or how content is delivered to students) that faculty took?
- Do the actions taken describe actions taken to improve student learning that are related to the outcome?
- Do the results address the criterion for success?
- Does the analysis indicate if actions taken improved, did not improve or had no impact on student learning based on the results? Evaluate the impact of the actions taken.
- Does the analysis identify one or more areas of student learning that can be improved or reinforced?

1 question

- Do the actions planned describe the specific curricular or pedagogical actions (any changes to course/program content or how content is delivered to students) that faculty plan to take in the upcoming academic year(s)?
- Do the actions planned address the area for improvement or reinforcement identified in the analysis of results and are they related to the outcome?

Fewer Questions on the Rubric

- Do the actions taken describe the curricular or pedagogical actions (any changes to course/program content or how content is delivered to students) that faculty took?
- Do the actions taken describe actions taken to improve student learning that are related to the outcome?



- Do the actions taken describe the curricular or pedagogical actions to improve student learning (any changes to course/program content or how content is delivered to students) that faculty took?
  - OR: Do the actions taken describe SLO-related curricular or pedagogical actions (any changes to course/program content or how content is delivered to students) that faculty took to improve student learning.

Fewer Questions on the Rubric

- Do the actions planned describe the specific curricular or pedagogical actions (any changes to course/program content or how content is delivered to students) that faculty plan to take in the upcoming academic year(s)?
- Do the actions planned address the area for improvement or reinforcement identified in the analysis of results and are they related to the outcome?

- Do the actions planned describe the specific curricular or pedagogical actions (any changes to course/program content or how content is delivered to students) that faculty plan to take to address the area for improvement or reinforcement?

Fewer Outcomes/MOAs to Review

Current Rubric in Blue

- Minimum to review:
  - Degrees – 3 outcomes
  - Certificates or minors – 2 outcomes
  - Support units – 2 outcomes
- Rubric allows for review of up to 5 outcomes and 2 MOAs per outcome

Rubric in Nuventive Improve

- Recommended to review:
  - Degrees: 2 outcomes
  - Certificates or minors – 2 outcomes
  - Support units – 2 outcomes
  - One MOA per outcome
- Rubric will not limit the number of outcomes or MOAs that can be reviewed

Assessment Successes

Assessment Reporting Template

- Developed in 2021-22: Piloted with a few educational programs and received positive feedback, including a request from CON for their support units.
- 2022-23: Made minor revisions based on units' feedback and my experience, then sent the template to all my educational and support units.
- 2023-24: IA distributed the template to select educational and support units at ECU.

Outcome Name: Research

Outcome Description: Graduate dental professionals will execute research activities supporting evidence-based oral health care and concentrating on such areas as new treatment methods, health inequalities, health disparities, and the social determinants of health.

Means of Assessment 1: Graduate dental professionals will execute research activities supporting evidence-based oral health care and concentrating on such areas as new treatment methods, health inequalities, health disparities, and the social determinants of health.

Criterion for Success: Graduate dental professionals will execute research activities supporting evidence-based oral health care and concentrating on such areas as new treatment methods, health inequalities, health disparities, and the social determinants of health.

1. Actions Taken

• **Follow-up on Actions Planned in the prior report for this outcome** – Describe the status of any plans reported in the prior year to make improvements based on assessments of learning. Were the actions planned initiated or completed? For actions that did not happen, please explain the reason why they did not happen briefly.

• Other curricular and pedagogical actions faculty have taken to improve students' learning related to this outcome. (Please do not describe how you assess this outcome in this section.)

YL

From 2021-22 report:

Actions Planned: First, faculty plan to highlight the comparisons that can be made in the clinical data by using insurance status to stratify and compare oral health outcomes (dental caries status, periodontal health status, tooth loss, and self-reported symptoms of dry mouth).

Second, since the change could not be made to xComP this year, faculty plan to implement the change next year. This transition will help foster research skill development at the individual

2. Results

Please copy the criterion for success statement which is listed under the outcome name (see above) and paste it below. Then update the data in the statement, add the total number of students to the statement, and make sure the sentence is in the past tense. Finally, please add a statement about whether the criterion for success was met or not.

3. Analysis of Results

• Evaluate the impact of Actions Taken by faculty on the Result - In the faculty's professional judgment, does it appear that the Actions Taken impacted the results? Were there other variables that could have impacted the results? If so, what were they?

• Provide itemized analysis of exam questions or rubric attributes. Summarize students' strengths and weaknesses, referencing exam items/content areas covered by exam items or rubric criteria.

• Identify one or more areas for improvement/reinforcement.

4. Actions Planned

• Describe curricular or pedagogical steps faculty will take to improve or reinforce student learning for the area identified in the previous question.

• Describe other curricular or pedagogical steps faculty will take to improve student learning related to this outcome (Optional).

Examples from Units

- Health Information Management (BS) & Health Services Management (BS)
- Speech and Hearing Sciences (BS)

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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.

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