Survey Gathered Feedback on Assessment Report

Beginning last Fall, all 2011-12 assessment reports were reviewed by numerous faculty and administrators across campus. Reviewers rated components of the assessment reports as exemplary, acceptable, or developing and provided comments to support their ratings. In March, Institutional Assessment launched a Qualtrics survey to gather feedback from assessment units on the review process. Responses were received representing 240 assessment units. 86% reported that the comments they received from the reviewers were helpful as expressed by this respondent: “The comments were very helpful and helped me adjust my mindset to what you needed. Hopefully, the (extensive) revisions are much better.”

Some respondents had suggestions for how to make the comments from reviewers more helpful such as: “It would have helped to have examples from the reviewer of what we needed to do to improve upon what we had.”

Going forward, the assessment reports will be reviewed by Assessment Review Committees (ARCs) formed to represent each major academic or administrative area/division on campus. Institutional Assessment will do two things to help ensure units receive constructive feedback:

- ARC members will receive training on how to complete the assessment review rubric.
- A representative from Institutional Assessment will serve on every ARC to ensure consistency across committees.

Assessment Review Progress Survey: Were the comments helpful?

![Pie chart showing 86% yes, 14% no]

Upcoming Assessment Reporting Deadlines

Don’t forget….2012-13 assessment reports are due August 1, 2013 for support units and October 15, 2013 for educational programs. Your report should include the following three components:

- 2012-13 results
- 2012-13 actions taken
- Follow up to 2011-12 actions
Think Value Communicate Lead (TVCL) Fellowship

On April 10, 2013 the Title III – Strengthening Institutions Grant core faculty group conducted a kick-off meeting to the Think Value Communicate Lead (TVCL) Fellowship. The core faculty group includes Drs. Sharon Ballard (CDFR), Todd Fraley (Communication), Grant Gardner (Biology), and Paul Schwager (Business). Faculty from five different departments came together to share what brought them to the TVCL Fellowship, and what they hoped to gain from the experience.

The fellows will complete course and program level TVCL Matrices to document what students in their programs should look like by the time they graduate. In addition, TVCL fellows will disseminate completed matrices to their faculty.

Fellows will submit a poster for Assessment Day and complete a case study of their experience. In the spring, they will also participate in a presentation of their work through the Office of Faculty Excellence along with the core faculty group.
Each department/school formed a Pirate CREW through the College STAR project during the kick-off meeting. Being a Pirate CREW provides additional resources for faculty in terms of graduate assistance, tenured faculty and statistical assistance and scheduled meeting times with the goal of a presentation or manuscript.

A goal of the College STAR grant is to provide faculty with a forum to conduct shared research linked to the Universal Design for Learning (UDL). For more information on College STAR contact Drs. Sarah Carver Williams or Diane Majewski.

The following departments elected to participate in the TVCL Fellowship: Child Development and Family Relations, Merchandising, School of Hospitality Management, Educational Leadership and Technology Systems.

If you have interest in TVCL contact Kristen Springer Dreyfus at springerk@ecu.edu.

Climate of Assessment

During the April meeting of the Institutional Assessment Advisory Council (IAAC) the discussion inevitably turned to the frustrations of faculty going through assessment growing-pains. A common complaint is that faculty and administrators are being asked to do more with fewer resources.

ECU’s accrediting agency, the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) has been one driving force behind the implementation of an Institutional Assessment Process since 2007 when the University’s assessment units were defined. Since then, the Institutional Assessment Process has matured to a point where our peers place ECU’s assessment process in the 80th percentile of all institutions. Despite this progress, SACS found the university’s assessment of student learning outcomes demonstrated varied levels of expertise regarding documentation of assessing educational outcomes and using that assessment for improvement. Today – eight months after the Compliance Certification Document was submitted to the SACS off-site committee, and one month after the SACS on-site visit – what is the climate of assessment at ECU?
“The good work done to continue authentic assessment of student learning outcomes in all ECU educational programs positions us well for the work ahead. Goal two in the new UNC strategic plan, Our Time, Our Future, is to ‘strengthen academic quality’ defined as follows: ‘With structural changes already affecting all of higher education, UNC is committed to maintaining the highest academic quality and taking a leadership role in assessing student learning.’

Dr. Rita Reaves, Chair, Compliance Certification Council, from IPAR on how ECU is positioning itself to be a leader in the assessment of student learning outcomes.

“In a national survey of music faculty and administrators, I asked participants to rank barriers the assessment process from largest to smallest. The three largest barriers were ‘limited time,’ followed by ‘documentation of assessment is overly burdensome due to time, personnel, resource, and or technology restraints,’ and ‘limited resources.’ These barriers seem to hold true at ECU based on conversations and interactions I have had with faculty and administration involved with assessment.”

Dr. Jeffery Ward, Associate Director of Choral Activities, on his research of higher education music outcomes assessment.

SAVE THE DATE
East Carolina University Annual Assessment Day: Friday, October 18, 2013
Featured Speakers

Dr. Judith S. Eaton, President of the Council for Higher Education Accreditation (CHEA), the largest institutional higher education membership organization in the United States. Prior to her work at CHEA, Dr. Eaton served as chancellor of the Minnesota State Colleges and Universities, where she was responsible for leadership and coordination of 32 institutions serving more than 162,000 students statewide. Previously, she was president of the Council for Aid to Education, Community College of Philadelphia and the Community College of Southern Nevada, and served as vice president of the American Council on Education. She also has held full- and part-time teaching positions at Columbia University, the University of Michigan and Wayne State University

Dr. Suzanne Trager Ortega, Provost and Executive Vice president for Academic Affairs of the University of New Mexico, is the senior vice president for academic affairs of the 17-campus University of North Carolina. As the University’s top academic officer, Dr. Ortega is responsible for leading the University’s educational and research missions. In that role, she advises the president and Board of Governors on academic issues and policies of University-wide importance and oversees academic planning and budgeting, student affairs, sponsored programs and research, faculty support, licensure, and institutional research and analysis. She also works closely with campus chancellors and chief academic officers on University-wide academic initiatives and helps focus diverse campus missions to meet University and state goals and objectives.
Institutional Planning

Space Planning at ECU

The Office of Planning and the University Space Committee are grateful to Joyner Library for their support in the design and renovation of approximately 2,000 square feet of space on the first floor of the library to accommodate not only ECU’s Quality Enhancement Plan (QEP), “Write Where Your Belong”, but also a new and enhanced location for ECU’s Office of Faculty Excellence (OFE). In partnership with Facilities Services and local trade talent, the project was completed in March, 2013 and was included as part of a tour by the committee for the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) on-site visit on April 1-4, 2013. Thank you to those who worked tirelessly to make this project a success.

The images above are of the new QEP/OFE space in Joyner Library. L to R: Built-in cabinets for student portfolios, QEP/OFE shared conference room space, and QEP and OFE entrances.

Knowledge Management at ECU

Over 50 participants attended the Knowledge Management Initiative at ECU kick-off with a presentation, outlining the purpose and goals of the project, presented to the Knowledge Management Steering Committee. Knowledge Management at ECU is focused on getting the right information, to the right people, at the right time, so they can make the best decisions possible.

“Through this work, East Carolina will find and use knowledge to create value and demonstrate results that support our strategic plan. This work will position our university as a model for the UNC system in the use and management of accurate data in critical university decisions. We should move forward thoughtfully, but with urgency.”

Chancellor Steve Ballard

You can learn more about ECU’s Knowledge Management Initiative at: www.ecu.edu/km.

Title III Grant at ECU

On March 27, 2013, Dr. Fiona Baxter and Mr. James Blalock presented “Knowledge Management: Using the Baldrige Model to Promote Evidence-Based Decision Making and Guide Institutional Reform” at the U.S. Department of Education’s Higher Education Program Project Directors’ Conference (HEP) in Washington, D.C. The HEP conference featured over 3,500 attendees from all U.S. DoEd higher education programs grant recipients including Institutional Service, Service, and Fund for the Improvement of Postsecondary Education program. The purpose of the conference was to bring together HEP grantees, their DoEd representatives, and national educational experts on ideas and issues
The Association for Institutional Research annual conference, or AIR Forum, is the largest gathering of higher education professionals working in the institutional planning, assessment, and research fields. This year’s four day conference is in Long Beach, CA and includes more than 450 presentations and workshops from all sectors of higher education. The keynote speaker is Dr. Ralph A. Wolff, president of the Senior College Commission of the Western Association of Schools and Colleges. Dr. Wolff will speak on the role of institutional research in a time of major disruption.

Attending this year are Mr. Len Rhodes, Director of Institutional Research, Dr. Chuck Rich, Senior Assessment Associate, Mr. Greg Harris, Research Associate, and Mr. Ed DeHart, Research Associate. Each attendee looks forward to learning more about current research initiatives, practical solutions to common research challenges, and application of best practices.

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**Greg Hodges’ New Adventure**

It is with great excitement, and a bit of sadness, that IPAR announces the departure of Greg Hodges. Greg has set out to embark on a new professional and personal adventure. He recently accepted the Director of Academic Resources and Business Operations position at Western Carolina University. The position is housed in the Provost’s Office and reports directly to the Provost. In his new role, Greg will be responsible for the Academic Affairs budget and all related processes. It is an excellent opportunity for Greg and his wife, Melissa, and is in a region that they both love.

We in IPAR were fortunate to call Greg a colleague and a friend. He is a very driven, talented individual and his passion for success was contagious. We wish Greg all the best. His last day with the University was May 3.