



# 2020-2021 FACULTY SENATE

The fifth regular meeting of the 2020/2021 Faculty Senate will be held on  
**Tuesday, January 26, 2021**, at 2:10 pm via WebEx.

## AGENDA

\*Revised

[WebEx meeting link](#)

- I. **Call to Order**
- II. **Approval of Minutes**  
[December 1, 2020](#)
- III. **Special Order of the Day**
  - A. Roll Call
  - B. [Announcements](#)
  - C. Philip Rogers, Chancellor-Elect
  - D. Ron Mitchelson, Interim Chancellor  
Report on Faculty Employment, including a longitudinal profile of faculty tenure status and tenure status of permanent and temporary faculty (by unit).  
  
*(Please refer to the footnote for different selection criteria for each table and note that temporary faculty are included in these reports as required by IPEDS reporting criteria. The "Full and Part-Time Faculty by Unit and Tenure Status" does not identify faculty numbers by gender, due to expressed concerns with providing data that could potentially be personally identifiable.)*  
  
[Faculty FTE by Unit and Gender](#)  
[Full and Part-Time Faculty by Unit and Tenure Status](#)  
[Longitudinal Profile of Faculty Tenure Status and Percent Totals \(all units\)](#)  
[Longitudinal Profile of Faculty Tenure Status \(excluding Medicine and Dental Medicine\)](#)
  - E. Virginia Hardy, Vice Chancellor for Student Affairs
  - F. Bill Koch, Associate Vice Chancellor with Campus Operations  
[Annual report on Parking and Transportation Services and 2020 Parking Price Comparison](#)
  - G. John Howard, University Ombuds and Professor in the School of Communication
  - H. Ralph Scott, Faculty Assembly Delegate\*  
Report on [January 15, 2021 UNC Faculty Assembly Meeting](#)
  - I. Purificación Martínez, Chair of the Faculty
  - J. Question Period

#### IV. Unfinished Business

#### V. Report of Graduate Council

Graduate Council, Ron Preston

Formal faculty advice on curriculum and academic matters acted on and recorded in the [January 11, 2021](#), Graduate Council virtual meeting minutes, including level I action items from the [November 18, 2020](#) Graduate Curriculum Committee meeting minutes which were approved by its delegated authority and are reported here for informational purposes, and academic and curriculum matters acted on and recorded in the [November 23, 2020](#), Graduate Council meeting minutes were presented for formal faculty advice during the [December 1, 2020](#) Faculty Senate meeting, but overlooked presenting the revision of an existing degree program, MS in Occupational Therapy from the Department of Occupational Therapy within the College of Allied Health Sciences which was included in programmatic action item GC 20-11, and is now being presented to you for formal faculty advice.

#### VI. Report of Committees

~~A. Undergraduate Curriculum Committee, Stacy Weiss *\*Report postponed to February 2021*  
Curriculum and academic matters acted on and recorded in the meeting of [November 12, 2020](#) including curricular matters in the Department of Health Education and Promotion within the College of Health and Human Performance.~~

B. Committee on Committees, Melinda Doty

1. Election of one Delegate and one Alternate to the UNC Faculty Assembly (attachment 1).

C. Educational Policies and Planning Committee, Mark Bowler

Revisions to Academic Program Review (APR) guidelines (attachment 2)\*

#### VII. New Business

**Faculty Senate Agenda  
January 26, 2021**

**COMMITTEE ON COMMITTEES REPORT**  
Election of One Delegate and One Alternate to the UNC Faculty Assembly

The Committee recommends that Dr. Pamela Reis be moved into the Delegate seat and that two alternates be nominated to fill the vacated alternate seats.

**Nominee for Delegate Seat:**  
**Pamela Reis, Nursing**

**Nominees for Alternate Seats:**  
**Toyin Babatunde, Allied Health Sciences (2024 term)**  
**Annette Greer, Medicine (2023 term)**

### ECU's UNC Faculty Assembly Delegation

Delegates	Academic Unit	Term	Office Location	Telephone
Purificación Martínez	Chair of the Faculty* Foreign Languages and Literatures	2021	3308 Bate	328-6522
Jeni Parker	Theatre and Dance	2021	Messick 107	328-1212
Ralph Scott	Academic Library Services	2022	Joyner 4106	328-0265
Jeff Popke	Geography, Planning and Environment	2023	Brewster A-222	328-6087
George Bailey	Philosophy and Religious Studies	2023	Brewster A-330	328-6121
Alternates	Academic Unit	Term	Office Location	Telephone
Cody Chullen	Business	2021	Bate	737-4608
Catherine Rigsby	Geological Sciences	2022	Graham 101	328-4297
Anne Ticknor	Education	2022	Speight 209	328-6400
Pamela Reis	Nursing	2023	Health Sciences Building 3158	744-6478
Andrew Brimhall	Human Development and Family Science	2023	Rivers 309	737-2076

\*Chair of the Faculty terms begin and end with term in office.

EDUCATIONAL POLICIES AND PLANNING COMMITTEE REPORT  
Proposed revisions to the Academic Program Review (APR) guidelines

## East Carolina University Academic Program Review Guidelines

[ECU Faculty Manual, Part VI, Section VII. Curriculum Procedures and Academic Program Development](#)

### I. Purpose of Academic Program Review

The purpose of the seven-year Academic Program Review (APR) of all undergraduate and graduate programs ~~in a department/school~~ is to engage program faculty in a reflective ~~process of thoughtful study and~~ evaluation of program quality and alignment to ~~the pedagogical standards within their discipline as well as~~ East Carolina University's values, mission, and commitments ~~in support of our students and the region~~. Program review is an integral part of the university's ongoing assessment and strategic planning processes, designed to enhance the quality of all educational programs. Programs that are ~~formally periodically~~ reviewed by an external accrediting body are not ~~included in part of~~ the formal APR process described ~~in these guidelines here~~. Rather, reports from these external accreditations satisfy program review reporting requirements and are archived by the SACSCOC liaison in Institutional Planning, Assessment, and Research (IPAR). ~~Programs housed in the same department (or in some cases the same school or college) may combine their APRs into a single process and address all programs in a single written report.~~

The review of programs, ~~concentrations, and certificates~~ without ~~external specialized~~ accreditation is intended to help faculty and administrators gain a ~~better~~ understanding of the ~~following~~:

- Purpose and outcomes for each degree ~~program, concentration, and certificates associated with a~~ program being reviewed;
- Each program's effectiveness in achieving its purpose and outcomes, along with overall ~~program~~ quality;
- The faculty's vision for ~~their each~~ program and ~~potential improvements that can be made based on the actions taken as a~~ results of institutional and assessment data; and
- Future programmatic improvements to the ~~recruitment and advancement of students, curriculum, pedagogy, and/or operational functions of the program department.~~

APR at ECU consists of two interrelated activities: ~~an on-site program review which occurs approximately every seven years for each program; and a student learning outcomes assessment which is conducted on an ongoing basis. These two forms of reviews are interrelated in three ways: (1) analysis of what has been learned about program quality through assessment of student learning outcomes is an integral part of the seven-year review; (2) analysis of programmatic and operational outcomes beyond student learning provides the program an opportunity to examine and align its actions with priorities and strategic initiatives of the university and college; and (3) in both reviews, faculty report progress in implementing the action plan from the previous review and develop a new action plan. As externally accredited programs are exempted from this~~

process, an APR is not to be considered a departmental, school, or college review. The focus of an APR is on the specific program(s) being reviewed. Subsequently, data from faculty members who are not substantial contributors to a program should not be included in a program's APR.

## II. Academic Program Review Process

The APR process focuses on program improvement, which is based on is conducted on three primary phases products: 1) an internal self-study of the program by its faculty, 2) an on-site review conducted by an External Review Committee, and 3) a final action plan produced by faculty and supported by the relevant Dean and the Academic Council. The Director of Institutional Assessment serves as the Coordinator of ECU's Program Review Processes.

The major steps in planning and conducting a formal review are outlined below:

### 1. Orientation to Academic Program Review

- a. One year prior to the review, the program faculty and program administrator (i.e., the department chair, school director, or other immediate administrator of the program) unit will be notified of the upcoming review.
- b. One semester prior to the scheduled academic program review, the program unit faculty and program administrator attend an orientation led by the Director of Institutional Assessment Coordinator to go through the review processes and resources.
- c. The program unit faculty consult with the program administrator chair and select possible dates for the on-site review and propose names of external and internal reviewers.
- d. One external reviewer must be faculty from ECU's official peer institutions who are familiar with the discipline; another external reviewer could either be from an official peer institution or a regional peer institution; internal reviewers are ECU faculty from a related campus-based discipline who are external to the program department under review and in a related campus-based discipline internal to the college where the department under review is housed.

*Note: In departments where only certificate programs are being reviewed an internal review will be conducted with three ECU faculty.*

- e. The Director of Institutional Assessment Coordinator, in consultation with the Internal Review Committee, selects two external and one internal reviewer and invites them to serve on the upcoming External Review Committee. The Director of Institutional Assessment Coordinator works with the program administrator unit chair and/or the unit undergraduate program coordinator and the unit graduate program coordinator to develop the 2-3 day itinerary for the on-site review meetings, which include meetings of the External Review Committee with the program unit administrators, program faculty, undergraduate and graduate students, relevant university college/school administrators, relevant university and community constituents, dean of the Graduate School, and members of the Academic Council.

### 2. Program Unit Self-Study

The program unit faculty prepares a Self-Study according to the APR Guidelines provided on pages 7-10. Unless otherwise codified by either the program's faculty coordinating committee or the unit code of the program's home unit, the unit undergraduate program director/coordinator, the unit graduate program coordinator, and/or program administrator unit chair coordinate the preparation of the Self-Study, but it is important to have broad-based input from the program faculty. An electronic copy should be sent to the Director of Institutional Assessment Coordinator for distribution to the Internal Review Committee eight weeks before the on-site

review.

3. Internal Review Committee

The Internal Review Committee reviews the self-study for accuracy, clarity, consistency, and completeness. The **Director of Institutional Assessment Coordinator** chairs the Internal Review Committee; members include the dean of the home college or school of the program(s) under review, a representative of the Educational Policies and Programs Committee (EPPC) of the Faculty Senate, and the Dean of the Graduate School if graduate programs are under review. A liaison to APR from Institutional Research also reviews the self-study for data accuracy.

4. Revision of Self-Study

**Program Unit** faculty revise the Self-Study based on input from the Internal Review Committee. The **Director of Institutional Assessment Coordinator** distributes the revised Self-Study and supporting documents to the External Review Committee (one month prior to on-site review).

5. External Review Committee

The External Review Committee conducts its review of the undergraduate and graduate programs. A summary of major findings is presented to the **program faculty, program administrator Unit**, Dean, and the Academic Council on the second day of the review. Within 30 days of the completion of the on-site review, the External Review Committee sends an electronic copy and a signed hard copy of the final Review Committee Report to the **Director of Institutional Assessment Coordinator**, who will distribute to the **program faculty, program administrator Unit**, the Internal Review Committee, and the Academic Council.

6. **Program Unit** Response Report

In a **Program Unit** Response Report, **the program** faculty respond to each of the recommendations in the Review Committee Report, describing actions they will/will not take to implement the recommendations, who is responsible for the actions, and when they will occur. **Program** faculty also prioritize the resource needs that emerge from the recommendations.

7. Review of **Program Unit** Response Report

**Program faculty Unit** and college/school administrators meet to review the **Program Unit** Response Report and discuss the **program's unit's** top priorities, needs that can be addressed by **at the college or school level**, and issues for discussion with the Academic Council. After this meeting, the **program unit** faculty revise the **Program Unit** Response Report to reflect actions to be taken by the **program, program administrator department**, college/school, and those needing institutional support.

8. **Program Unit** Response Report to EPPC

Each **Program Unit** Response Report will be sent to EPPC for their review and approval. The self-study, external review committee report, and **program unit** response will be sent to the Chair of EPPC and the review will be placed on an EPPC agenda. The **program unit** administrator attends the EPPC meeting to answer any questions and hear the committee's decision on whether the **program unit** response is approved or not. If the **program unit** response is not approved, the EPPC Chair will write a memo with concrete recommendations for improvement within ten days. The **program unit** response is to be edited and resubmitted to the Chair of

EPPC for the next committee meeting. **Programs Units** should consult the EPPC “Criteria for Reviewing **Unit Academic Program Reviews**” document as the unit response is written.

*Note: For certificate only reviews this will serve as the last stop in the APR process.*

9. Final Action Plan with the Academic Council

Academic Council leads a Final Action Plan meeting with **program faculty, the program unit administrators and Internal Review Committee**. In this meeting, the **program unit administrator** summarizes the program faculty’s responses and action plan; the college/school dean summarizes actions to be taken by the college/school; and the Academic Council provides further recommendations on the actions planned. The **Director of Institutional Assessment Coordinator** records major decisions made at the meeting, to include revisions made or new actions added to the **Program Unit Response Report**. The **Director of Institutional Assessment Coordinator** distributes the major decisions in the form of a memorandum to **program unit faculty, program administrator, Dean, the Internal Review Committee and the Academic Council**. All program review related documentations are maintained by the Office of Institutional Planning, Assessment, and Research.

10. Ongoing Program Review and Enhancement

The **program unit administrator and/or program faculty** report on progress **one year after implementation of the action plan and again** three years **after the Final Action Plan meeting and summarize the status of the action plan**. This progress report will be sent to the Director of Institutional Assessment, College Dean, and the Dean of the Graduate School if graduate programs are involved. As designated in the 7-year APR cycle, programs will again complete a comprehensive periodic review. IA Staff will review and monitor recommendations related to assessment, curriculum, and student learning. Faculty are encouraged to report on progress through their annual assessment reports **later**.

III. Roles and Responsibilities

A. **Program Unit Faculty (including program director/coordinator)**

1. Propose dates for the on-site visit and names of internal and external reviewers and participate in onsite review
2. Collaborate in writing the Self-Study, analyzing data, and reflecting on the strengths and weakness of the program
3. Revise the Self-Study after internal review
4. Address each recommendation in the External Review Report and develop **Program Unit Response Report** with an action plan
5. Work with the Dean and the Academic Council to refine and finalize the action plan, implement the plan, and report progress **1 year out and 3 years after the Final Action Plan meeting out**

B. **Program Administrator (i.e., the chair of the home department or the relevant direct administrator of the program)**

1. **Coordinate the activities of the program faculty**
2. **Coordinate faculty and IPAR activities**
3. **Assist with data collection**

C. **Dean of the College or Director of the School Having Housing the Program Under Review ed**

1. Serve on the Internal Review Committee
2. During on-site review
  - a. Participate in dinner meeting with the External Review Committee
  - b. Participate in faculty/staff debriefing with External Review Committee
  - c. Participate in Exit Meeting with External Review Committee and Academic Council
3. Lead meeting of college/school and **program department administrator and faculty leaders** to revise **Program Unit** Response Report to identify actions to be taken at the college level
4. Participate in Final Action Plan meeting with Academic Council

#### D. Internal Review Committee

1. Includes the following people:
  - a. Director of Institutional Assessment; (chair)
  - b. Dean of the college **or director of the school that houses the program under review**
  - c. Dean of the graduate school **if a graduate program is being assessed**
  - d. Educational Policies and Planning Committee (EPPC) Representative
2. Select the External Review Committee members
3. Review the Self-Study and appendices for accuracy, clarity, consistency, and completeness
4. Meet with **unit program** faculty and Academic Council to finalize action plans and resource priorities

#### E. External Review Committee

1. Review the Self-Study prior to arrival on campus
2. Meet with **program department** faculty, staff, students, and other constituencies
3. Prepare a written report within 30 days of the on-site visit which is then shared with the college/school, **unit program** faculty, graduate school, and division administrators

#### F. The Academic Council

1. Meet with External Review Committee on the first day of the on-site review to give the formal charge and on the second day to review major findings
2. Lead the Final Action Plan meeting that includes the Internal Review Committee

#### G. The Educational Policies and Planning Committee (EPPC) Representative

1. Serve on the Internal Review Committee
2. Provide EPPC with a timely update regarding the quality of self-study and major recommendations found in the External Review Committee Report
2. Provide feedback to the **unit program** administrator and dean on the **unit program** response
3. Report the final EPPC recommendation decision to the **Director of Institutional Assessment Coordinator**

*Note: If the **Unit Program** Response is not accepted by EPPC, the Chair of EPPC will provide concrete recommendations for improvement to the **unit program** administrator within 10 days.*

#### H. Institutional Research

1. Maintain the Academic Program Profile desktop located in the ECU Analytics Portal
2. Meet with **program department and** faculty to review data and resources during the orientation meeting



3. Serve on the Internal Review Committee (as needed) in order to review the self-study data for accuracy

#### I. Director, Institutional Assessment and/or Designee

1. Coordinate the review process, establish the review schedule and facilitate all logistical arrangements
2. Chair the Internal Review Committee
3. Receive and distribute all documents
4. Record the Final Action Plan and monitor the **one-year and** three-year progress reports
5. Provide a repository for self-studies, external review reports, **unit program** response plans, final action plan memoranda, and progress reports

#### IV. Components of the Self Study (Limit to 50 pages, excluding appendixes)

Executive Summary (3-5 pages): Based on the information presented in the self-study, prepare an executive summary describing:

- a. the overall quality of each **program degree/certificate** that **is included in the review has been reviewed** and the indicators you used to assess the quality;
- b. strengths and weaknesses of the **program department** (e.g., How effectively do faculty contribute to **teaching and student mentoring, scholarship and creative activity, research and service mission, and clinical activities** of the **program department and its programs?** **What is the diversity of faculty, students, and staff? Does curricular content represent a variety of cultural and other diverse perspectives as evidenced by curricular content and/or the authors of texts and other curricular resources?** How effective are the support staff?);
- c. major findings that resulted from the self-study; and
- d. significant actions or changes that have been planned as a result of the self-study.

##### 1. Program Purpose

For each **degree/certificate** program **included in the review without specialized accreditation in the department/school**:

- 1.1 Provide a clear and concise statement of the program's purpose;
- 1.2 Describe how the program's purpose aligns to **its unit's mission and** the University's mission and strategic initiatives;
- 1.3 Articulate **any specific or and** unique features of the program **that distinguish it from others**;
- 1.4 Describe the external factors that impact the program's enrollment and market demand of its graduates based on statewide, national and/or professional studies (e.g., *enrollment growth or decline of major competitors as reported by IPEDS, market demand as determined by Bureau of Labor Statistics or NC Department of Commerce occupation projections, market forecast by professional organizations, etc. See APR Resources for potential data sources*).

##### 2. Enrollment, Degrees and Student Success

IPAR has provided an Academic Program Profile desktop within the ECU Analytics Portal with information for each degree/certificate program without specialized accreditation. Review the data, collect additional data/information, and respond to the following questions for each program.

**NOTE: Programs Departments may will** need to collect additional data on job placement and licensure exam pass rates.

##### A. Enrollment and Degrees Analysis

- 2.1 Describe the program's enrollment trend over the last seven years to include:
  - headcount enrollment (FT/PT ratio),
  - student diversity,
  - characteristics of incoming graduate students (in terms of undergraduate GPAs, admission test scores, number of complete applications, selectivity, and yield rates),

- characteristics of undergraduate majors (in terms of high school GPAs, SAT/ACT scores, and undergraduate GPAs).
- 2.2 Describe the trend regarding the number of degrees conferred each year.
  - 2.3 For graduate programs, describe the trend regarding completion rates (1–3 years for certificate programs; 3 and 5 years for master’s; 7 and 10 years for doctoral programs) and time-to-degree of the students. What actions have been taken to improve degree completion and time-to-degree?
  - 2.4 Regarding the program size, is there a justification for expansion or contraction? What Describe actions have been taken that implement the University’s/College’s strategic initiatives regarding enrollment management such as program expansion or contraction.?

NOTE: For certificate programs degrees awarded, rather than enrollment, may be more accurate and can be used for this section.

#### B. Student Success

- 2.5 What is the 3-year trend regarding D/F/W rates in 1000– and 2000-level courses? Where appropriate, how do the D/F/W rates in face-to-face courses compare to those in online courses? What has the program done to address the courses with high D/F/W rates?
- 2.6 What are is the job placements and graduate/professional school enrollments rate of recent program the graduates? Does it meet faculty expectations? NOTE: For some certificate programs many students are currently employed so discuss their employment status.
- 2.7 If applicable, what is the licensure pass rate of the graduates? Does it meet faculty expectations?
- 2.8 What actions has the program taken over the past seven years to improve student success?

#### C. Action Plans

- 2.9 What actions does the program plan to take in the next seven years to increase enrollment and student success? What resources are needed to implement these plans?

#### 3. Curriculum, Learning Outcomes and Student Satisfaction:

Provide an interpretation of assessment findings and other relevant data about the curriculum and quality of student learning in each program being reviewed. Focus on interpretation of data, use of results, and program improvements.

#### D. Curriculum Analysis

To support this section, a link to the degree requirements as published in the Catalog should be provided. Also include in an Appendix an updated curriculum map from Nuventive Improve TracDat that illustrates alignment of student learning outcomes to courses in the curriculum.

- 3.1 Based on degree requirements and the updated curriculum map, describe how course sequences, including prerequisites, are used to introduce and reinforce student learning prior to students being assessed.
- 3.2 Describe the process the program uses to ensure the curriculum is up-to-date. Describe any innovative approaches in the curriculum, including innovations in diversity, equity, and inclusion.

#### E. Student Learning Outcomes Assessment

To support this section, review program assessment reports from Nuventive Improve TracDat as well as other relevant data obtained since the last program review.

- 3.3 Based on learning outcomes assessment reports/data, what are the identified strengths and weaknesses in student learning outcomes? **Does curricular content align to assist graduates to engage a diverse and global society?**
- 3.4 Where applicable, are there any significant differences in student outcomes in face-to-face and online programs?
- 3.5 What decisions have been made and what changes have been instituted on the basis of on- going assessments (e.g., curricular or pedagogical changes, faculty, instructional facilities, student support, funding priorities, the assessment procedure – including objectives and outcomes and methods of gathering and analyzing data, etc.)?
- 3.6 How effective were the changes?

#### F. Student Satisfaction

To support this section, review the student survey data such as the Graduating Senior Survey, Graduate Student Exit Survey, and program-level employer/alumni surveys.

*NOTE: The Graduate Student Exit Survey is not administered to certificate students so the **program department** can use their own data or consider this section as optional for certificate reviews.*

- 3.7 How satisfied are graduating students with the program? **Are there practically significant variations in student satisfaction by race/ethnicity/national origin, gender/gender identity, geographic region, first generation college student status or other relevant demographics?**
- 3.8 How do graduating students **and program** alumni evaluate the knowledge and skills they have acquired in the program?
- 3.9 How do employers evaluate the graduates' knowledge and skills?
- 3.10 What actions has the program taken to improve student support, services, and satisfaction?

#### G. Action Plans

- 3.11 Are there new curricular and pedagogical changes that the program plans to implement in the next seven years to improve student learning?
- 3.12 What will the program do to improve students' educational experience and overall satisfaction?
- 3.13 **What Describe any additional resources are needed to implement these plans? those changes.**

#### 4. Strength of Faculty: Teaching, Research and Scholarship

To support this section, include faculty bio sketches in an Appendix (1-2 pages per faculty).

#### H. Faculty Resources

Review **program department** faculty data provided by IPAR and respond to the following:

- 4.1 Faculty Profile: Describe the current faculty affiliated with the **program department** (e.g., percent full- versus part-time, diversity, percent with terminal degree, tenure status, etc.).
- 4.2 Faculty Resources: Does the **program department** have the number and type of faculty to achieve its goals?
- 4.3 What actions has the **program administrator department** taken to recruit, **and** retain, **and advance** highly qualified, diverse faculty?

#### I. Analysis of Teaching Productivity

- 4.4 **Based on the Student Credit Hours and Generated FTE report, D** describe the trend in student credit hour production in the **program department** over the past seven years, for both Distance Education and campus courses, highlighting the **program's**

department's contribution to the Foundations General Education Curriculum and other degree programs. Consider the trend of average credit hour production per instructional faculty FTE.

- 4.5 Based on the Delaware Study data, what is the general teaching load of the department faculty? Is the teaching load equitably distributed among faculty by race/ethnicity, gender, and other faculty characteristics? What has the program administrator department done to adjust faculty teaching load for faculty members of this program?
- 4.6 Describe the direct contributions (course sections taught) and indirect contributions (grading, tutoring, etc.) of graduate teaching assistants to the program's department's teaching mission?
- 4.7 What are the major achievements of program department faculty regarding teaching? What has the program administrator department done to support faculty teaching?

#### J. Analysis of Research, Scholarship and Creative Activities

NOTE: The Graduate School will provide links to graduate program theses and dissertations to reviewers.

- 4.8 What are the major achievements of the program faculty and students regarding research, scholarship (including scholarship of engagement) and creative activities as documented in Sedona/Faculty 180 and/or RAMSeS?
- 4.9 Describe What are the relative strengths and weaknesses regarding research, scholarship, and creative activities. as compared to departments at peer institutions or major competitors? When available, use Academic Analytics to demonstrate strengths and weakness. The department will need to collect additional data from comparable programs at ECU official peers or major competitors.
- 4.10 What has the program administrator department done to support faculty the research, scholarship and creative activities of program faculty and students?

#### K. Analysis of Service and Outreach activities

- 4.11 What major service and outreach initiatives have the program faculty and students engaged in? What has the program administrator department done to support program faculty and student service/outreach activities?

#### L. Action Plans:

- 4.12 What does the program administrator department plan to do to support the teaching, research, and service activities of program faculty and students? What resources will it are needed to implement these plans?

#### 5. Regional Transformation – Economic Development/Public Service

- 5.1 As applicable P provide a summary of major activities the program department faculty and students have participated in to support regional transformation over the last seven years.
- 5.2 As applicable, W what does the program department plan to do to support regional transformation? What resources will it need to implement these plans?

#### 6. Resources

- 6.1 Based on analysis of the operating budget and revenue sources supporting the department as well as annual expenditures, discuss the adequacy of the resources provided and required for maintaining program quality.
- 6.2 Describe the quality, scope, and projected needs for space to support the program.

7. Other Operational or Programmatic Outcomes

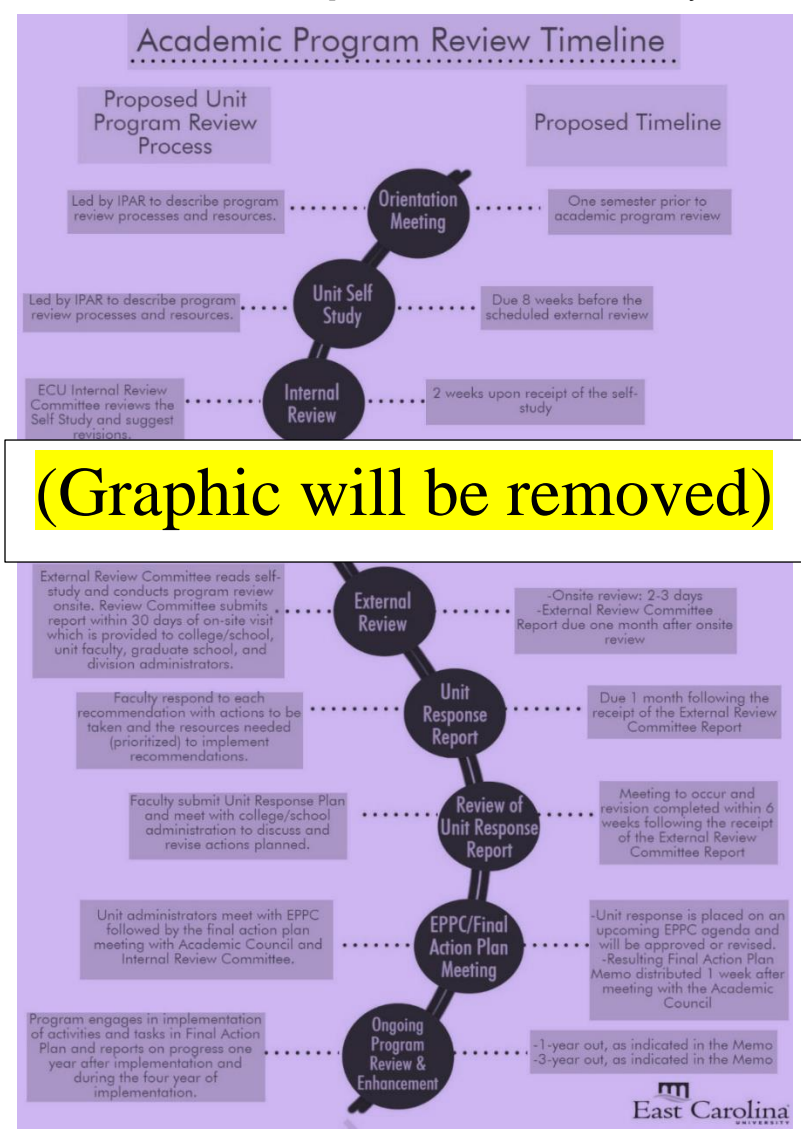
- 7.1 Describe other assessed outcomes that enable the program/department to achieve its objectives, e.g., academic advising, number and diversity of faculty, graduate student support, operational efficiency, structural re-organization, etc. Summarize strengths and weaknesses identified in the assessment and actions taken to improve these outcomes.
- 7.2 Action Plans: What does the program department plan to do to improve these outcomes? What resources are will it needed to implement these plans?

M. Signature Page

External Review Committee Report on the Department of [Program Name(s)] of the [Department Name] East Carolina University

Prepared for the Office of Institutional Planning, Assessment and Research  
Division of Academic Affairs, East Carolina University

By \_\_\_\_\_  
[External Reviewer Name] [External Reviewer Name]  
[External Reviewer Institution] [External Reviewer Institution]  
\_\_\_\_\_  
[Internal Reviewer Name] , East Carolina University



#### V. Institutional Research Support for Academic Program Review

ECU's Office of Institutional Research has developed a suite of reports in the ECU Analytics Portal titled the "[Academic Program Profiles](#)". With university log-in credentials, users will find several interactive reports providing program-level student and faculty data, and resource guides for accessing relevant publically-available information. This document outlines how specific reports within the Academic Program Profiles desktop align with data-driven items in the self-study. Questions or issues with using the desktop and/or obtaining necessary data for completing the self-study can be directed to research associate, Kari Koss ([kossk15@ecu.edu](mailto:kossk15@ecu.edu)), or IR Director, Dr. Beverly King ([kingb14@ecu.edu](mailto:kingb14@ecu.edu)).

##### Self-Study Item 1.4. (Program Purpose – External Factors)

Departments are asked to discuss external factors that impact the program's enrollment and market demand of its graduates. Data to consider for addressing this topic include:

- Surveys of potential or current students. Departments may wish to include data available from surveys conducted within the department, across ECU, and/or the community. Please contact Kyle Chapman ([Chapmank@ecu.edu](mailto:Chapmank@ecu.edu)) in Institutional Assessment for more information about survey data.
- Trends in enrollment and/or degrees awarded in similar programs. For programs within the UNC System, fall enrollment and degrees awarded can be obtained through the UNC Data Dashboard (<http://www.northcarolina.edu/?q=content/unc-data-dashboard>). Numbers of *degrees awarded only* (enrollment counts not available) can be found for any university through the IPEDS database (<http://nces.ed.gov/ipeds/datacenter/>). See the Academic Program Profile Resource Guides for step-by-step instructions on navigating these websites.
- Labor market data. The Bureau of Labor Statistics (BLS; [www.bls.gov/data](http://www.bls.gov/data)) provides *nation-wide* occupational and industry projections in the areas for which graduates of the proposed program are expected to find employment. BLS projections at the *state or county level* can be obtained through NC Commerce (<http://d4.nccommerce.com/>). See the Academic Program Profiles Resource Guides for additional information regarding these sites.

##### Self-Study Items 2.1 – 2.7. (Enrollment, Degrees, and Student Success)

Institutional Research provides data relevant to this section through the [Academic Program Profiles](#) desktop. With university log-in credentials, users will find several interactive reports under the folder listed as "*Students*". The following list shows which report provides each element listed in the self-study template.

- Item 2.1. Enrollment trends. The "Enrollment Trends" report provides headcount enrollment for the last 7 years. Counts are broken down by full-time/part-time, on-campus/DE, and new/transfer/continuing status.
- Item 2.1. Student diversity. The "Student Diversity" report provides enrollment numbers broken down by gender, race/ethnicity, age, and geographic location.
- Item 2.1. Characteristics of incoming graduate students. In the "Admissions Profile" folder, locate the "Graduate Admissions Profile" report. This report provides admission totals, selectivity and yield rates, undergraduate GPA, and admissions test scores.
- Item 2.1. Characteristics of undergraduate majors. In the "Admissions Profile" folder, locate the "Undergraduate Admissions Scores" report. This report provides undergraduate admissions scores and high school GPA in the select undergraduate program.
- Item 2.2. Trends in degrees conferred. The "Degrees Awarded" report provides trends in degrees awarded including gender and race/ethnicity distributions.
- Item 2.3. Trends in completion rates. In the "Student Success" folder there are subfolders labeled as "Undergraduate", "Graduate", and "Doctoral". Within each of these subfolders there are reports for "Retention, Graduates, and Persistence Rates" and "Time to Degree" for the respective level program(s).
- Item 2.4. Department insight regarding enrollment management. No additional data provided.

- Item 2.5. Trends for D/F/W rates. In the “Student Success” folder and “Undergraduate” subfolder, locate the “Course Grade Distributions” and “Potential Bottleneck Courses” reports. These reports provide course level information on completion rates, attrition, and grade distributions for undergraduate courses by term and department with pass rates, DFW rates, and withdrawal rates.
- Item 2.6. Job placement rates. While IPAR does not currently have this type of data available, we are currently piloting data collection of The Pirate Employment Survey. This survey assesses employment outcomes for recent graduates of ECU undergraduate programs. It is still to be determined when University level and college level reports will become available for review. Another option for locating job placement rate data, however, is through NC Tower ([www.nctower.com](http://www.nctower.com)). NC Tower provides employment follow-up data for recent graduates of North Carolina schools that are still employed within the state of NC. There is a guide in the Academic Program Profiles Portal for accessing NC Tower at “Student Success” -> “Employment Rates Wages and Ongoing Higher Education of Graduates”. In addition, it is not uncommon for individual departments to have internal survey data for their own student outcomes. Departments are encouraged to include this type of data if it is available.
- Item 2.7. Licensure pass rates of graduates. IPAR does not systematically track this type of information. It is not uncommon, however, for individual departments to have access to this program specific data. Departments are encouraged to include this data if it is available.  
Self-Study Items 4 & 5 (Strength of Faculty - Teaching, Research, Scholarship & Public Service)

Institutional Research provides data relevant to this section through the [Academic Program Profiles](#) desktop. With university log in credentials, users will find several interactive reports under the folder listed as “Faculty”. The following list shows which report provides each element listed in the self-study template.

- Item 4.1. Faculty profile. Listed under the “Faculty” folder, the “Faculty Roster” report will provide a list of all university personnel categorized as faculty affiliated with the selected department and year with tenure status, academic rank, highest degree earned, and demographics.
- Item 4.2. Department interpretation of faculty resources. No additional data provided.
- Item 4.3. Department interpretation of faculty recruitment. No additional data provided.
- Item 4.4. SCH Production. Under the “Teaching” folder, select the “Student Credit Hours and Generated FTE” report. This report provides SCHs and generated FTEs by department and fiscal year.
- Item 4.5. Delaware Study ([ecu.edu/cs-acad/ipar/research/DelawareStudy.cfm](http://ecu.edu/cs-acad/ipar/research/DelawareStudy.cfm)). A guide for accessing/understanding the Delaware Study of Instructional Costs and Productivity can be found under “Teaching” -> “Faculty Teaching Loads and Instructional Costs”.
- Item 4.6. Contribution of graduate assistants: No additional data available from IPAR.
- Item 4.7. Teaching achievements of faculty: No additional data available from IPAR.
- Item 4.8 — Item 5.2. Faculty research and scholarship measures: Under the “Research” folder, users will find the “Ramses Grants and Contracts Awarded” report. Under “Scholarship”, the following four reports are available “Sedona Books Chapters and Other Publications”, “Sedona Journal Articles and Conference Proceedings”, “Sedona Creative Activities”, “Sedona Presentations and Posters”. Direct access to these databases is also available:

-Sedona ([http://www.ecu.edu/cs-acad/ofe/evaluation\\_sedona.cfm](http://www.ecu.edu/cs-acad/ofe/evaluation_sedona.cfm))

-RamSes (<http://www.ecu.edu/cs-acad/osp/RAMSeS.cfm>)

- Item 4.9. Comparison to peers: ECU subscribes to the services of Academic Analytics (<http://academicanalytics.com/>), with online access provided to department representatives.

The Academics Analytics Database includes information on over 270,000 faculty members associated with over 385 universities in the United States and abroad, with data to include the primary areas of scholarly research accomplishment: (1) the publication of scholarly work as books and journal articles, (2) citations to published journal articles, (3) research funding by federal agencies, and (4) honorific awards bestowed upon faculty members. These data are structured so that they can be used to enable comparisons at a discipline-by-discipline level as well as overall university performance.

\*Other Resources Available (in addition to those referenced above)

- ECU Office of Institutional Planning, Assessment, and Research (<http://www.ecu.edu/ipar/>)
- Listing of ECU Official Peers ([ecu.edu/cs-acad/ipar/customcf/DL/Peers/ECUPeers.pdf](http://ecu.edu/cs-acad/ipar/customcf/DL/Peers/ECUPeers.pdf))
- ECU Student Achievement Metrics ([ecu.edu/sacs/StudentAchievementMetrics.pdf](http://ecu.edu/sacs/StudentAchievementMetrics.pdf))
- ECU TracDat (<https://ecu.tracdat.com/tracdat/>)
- Space Utilization Report (produced by IPAR upon request)

#### VI. Selecting the External Review Team

An important task is for the **unit program** to develop a list of five potential external reviewers from ECU peer institutions, three from regional peer institutions (optional) and three internal reviewers. These external reviewers are to be nominated from institutions identified as official peers of East Carolina University and should be professionally prominent individuals, usually nationally recognized in their **discipline or field**. The potential internal reviewers are ECU faculty from a related campus-based discipline **or field**. **Diversity and inclusion should be considered as the program seeks potential reviewers. The Director of Institutional Assessment can assist in identifying internal reviewers.** The **program unit** should forward the list of potential reviews to the **Director of Institutional Assessment Coordinator**, and then the Project Manager will contact each reviewer to ascertain availability and interest in serving as an academic program reviewer.

The list of potential reviewers is submitted to the **Director of Institutional Assessment Coordinator** containing the following information:

- Name of reviewer
- Name of university
- Complete job title/rank and name of a reviewer's **program unit**
- Primary area of scholarly activity (related to **program unit** being reviewed)
- Rationale for selection
- Contact information (full mailing address, e-mail, and telephone number)

Nominees from the list provided by the **program unit** will be discussed by the Internal Review Committee and the official team members will be selected according to the following criteria:

- Two reviewers external to East Carolina University **with preference being at least one serving at an ECU official peer institution;**
- One internal reviewer from a related campus-based discipline outside of the **program department and internal to the college;**
- External reviewers must be part of a program that is recognized for excellence in the discipline and able to benchmark the **unit's** programs based on discipline-specific rankings and other publically available comparisons;
- External Review Committee is a diverse group with experience in both undergraduate and graduate programs as well as with the appropriate teaching, research and service components of the discipline; and
- Reviewers must affirm that there exists no conflict of interest related to the **program unit** under review.



## VII. Charges to the External Team

The purpose of Academic Program Review (APR) at East Carolina University is to engage faculty in a reflective process of thoughtful study and evaluation of program quality and alignment to East Carolina University's value, mission, and commitments in support of our students and the region. APR is an integral part of the university's on-going assessment and strategic planning processes designed to enhance the quality of all educational programs and we sincerely thank you for assisting us. This letter provides you with the charge to the external review team.

### N. External Review Committee Charge

Please make an objective evaluation of the **unit program's** efficiency and effectiveness in achieving its programs' purpose, and make recommendations that will help in planning improvements. Your resources are the APR Guidelines, a Self-Study report prepared by the **program unit**, copies of the Final Action Plan and Progress Reports from the previous review (if applicable), information you gain through interactions while onsite at ECU, and any additional information requested by you. Within the broad charge of recommending ways that the **program unit** can continue to improve, here are some overarching questions that we would like you to address:

- Based on the information/data provided in the Self-Study or gathered by the external review committee, what are the **unit program's** overall strengths and weaknesses?
- **How does the program foster diversity, equity, and inclusion among students, faculty, and staff? Is the curriculum broadly inclusive?**
- What major improvements (including student learning and faculty development) has the **program unit** made since the previous program review or within the last seven years?
- What is the professional benchmark and how does this program compare?
- What specific recommendations could improve the **unit program's** performance?
- In addition, you may be asked to focus on program-specific questions during your on-site review of the program.

We look forward to meeting you during your time on campus. If you have any questions or require additional information prior to your visit, contact the Director of Institutional Assessment and Coordinator of Program Reviews or the Executive Assistance to IPAR.

### VII. ECU Peer Institutions

Approved by the UNC-BoG October, 2020 (<https://ipar.ecu.edu/research/rsrch-peer-institutions/>):

- Ball State University
- Central Michigan University
- Florida Atlantic University
- Illinois State University
- Kent State University at Kent
- Northern Arizona University
- Ohio University.
- University of Nevada –Las Vegas
- Utah State University
- Washington State University
- Western Michigan University