

# Planning, SACs, & Accreditation

Internal Data

# Strategic Planning

The 2003-04 Institutional Progress Report for Strategic Planning rates progress of Key Performance Indicators as either Complete/Incomplete or utilizing one of the following qualifiers: Exceptional Progress, Substantial Progress, Some Progress, Little Progress or No Progress. These ratings demonstrate areas of University progress versus those Strategic Planning elements not yet achieved.

No Eastern KPI's reflected "Exceptional Progress," yet a number were evaluated at the "Substantial Progress" level, including:

- Achieving the objectives set by CPE on faculty, staff and student recruitment/retention;
- Faculty/staff usage of Blackboard technology;
- Programmatic gains in accreditation;
- Contingency fund gains;
- Number of students participating in academic enhancement/enrichment activities; and,
- General university support generated by contract and grant activity.

Most telling are those areas demonstrating "Little Progress" or "No Progress". They are:

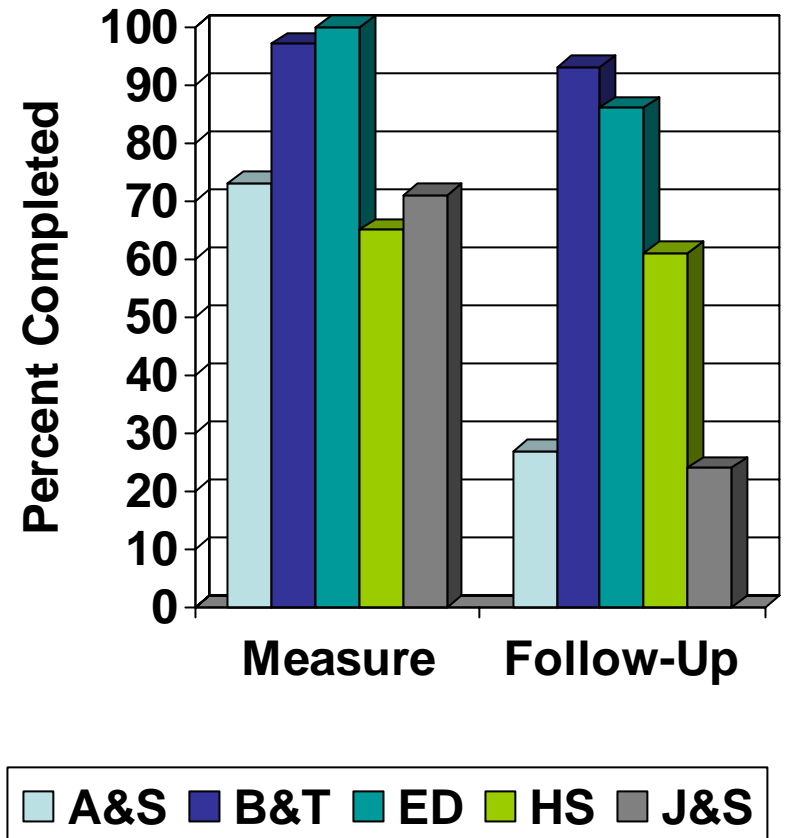
- Deferred maintenance base budget;
- Amount of unallocated unrestricted budget reserve;
- Use of student learning outcome measures for program improvement;
- EKU faculty and staff salaries compared to benchmarks;
- Private contributions to university and foundation;
- Cooperative proposals with other educational institutions, businesses, communities and government;
- Creation of integrated marketing communications plan;
- Creation of enrollment management plan; and,
- Creation of assessment plan with measurable outcomes for faculty/staff development.

## **Strategic Planning--continued**

Data gathered by the 2003-2006 strategic planning process offers a qualified starting point for future planning efforts. Examples of the University's strengths and weaknesses are outlined in a tangible manner with data exhibiting environmental challenges. Yet, three KPI's are noted to be problematic due to "Insufficient documentation of KPI" while the progress report notes seven instances of "Inadequate KPI's"—all of which leaves these strategic planning factors without resolution nor usefulness in an environmental scanning process.

# Use of TracDat in Strategic Planning

- 82% of degree granting programs have listed measures for each student learning objective.
- 57% of degree granting programs have recorded “use of results” or follow-up assessments.



A&S, B&T, ED, HS, J&S are the colleges.

# CPE Key Indicators of Progress

- EKU met its performance goals for:
  - Undergraduate enrollment
  - Graduate enrollment
  - 6-year graduation rate of undergraduates
  - NSSE Benchmarks
    - Active/Collaborative Learning, Student Interactions w/faculty, Enriching Educational Experiences, & Supportive Campus Environment
  - # of KCTCS transfers

# CPE Key Indicators of Progress

- EKU did not meet its performance goals:
  - Retention rate of first-time freshman
  - Level of academic challenge (NSSE)
- EKU has identified action plans to work on areas of weaknesses
  - Can be found in full report

# CPE Indicators of Progress

- NSSE also revealed:
  - 28% Freshman/ 48% Seniors participated in community-based project in a course
  - 32% Freshman/ 40% Seniors participated in volunteer work outside of class (decline)
  - 35% Freshman/Seniors reported college experience aided personal development
  - 23% Freshman/17% Seniors reported that their experiences at ECU contributed to the development of their voting behavior

# SACS Reaffirmation

- ECU's review to reaffirm accreditation – Fall, 2007
- ECU Compliance Certification – Due December, 2005
  - Compliance Certification consists of 12 Core Requirements (Basic qualifications an institution must meet to be accredited with the Commission on Colleges), as well as, comprehensive standards and federal requirements.
  - Core Requirement 2.12 is an “acceptable” Quality Enhancement Plan (QEP) that is part of an ongoing planning and evaluation process.
  - A QEP is a carefully designed course of action addressing a well-defined topic/issue related the enhancement of student learning.

# SACS Reaffirmation

## The QEP must:

- (1) Have a clear student learning focus
- (2) Provide evidence of campus support and participation in the selection process
- (3) Provide a definition of the focus
- (4) Provide a description of the entire QEP
- (5) Define specific and measurable goals
- (6) Provide a plan for implementation
- (7) Provide a plan for evaluation
- (8) Be part of the ongoing planning and assessment processes of the University

# Program Accreditation

- 46 Accredited Programs in all 5 Colleges
- 2 Accreditations in progress
- 6 of the 46 Accreditations new in the last 5 years
- 16 will go through re-accreditation in next 5 years
- 20 programs approved by agencies in field