

From: Criteria for Accreditation, SACS (Dec., 1984; revised Dec., 1985)

Pg. 9 3.1 Planning and Evaluation

"Although no specific format for this planning and evaluation process is prescribed, an effective process should include:

1. broadbased involvement of faculty and administration;
2. the establishment of clearly defined purpose appropriate to collegiate education;
3. the formulation of educational goals consistent with the institution's purpose;
4. the development of procedures for evaluating the extent to which these educational goals are being achieved; and
5. the use of the results of these evaluations to improve institutional effectiveness."

"The principal focus of the total institution must be the education of students; and all aspects of the educational program -- must be clearly related to the purpose of the institution."

The new criteria call for ongoing planning processes that allow self-examination to be continuous, and focus upon educational outcomes and the validation of learning.

Recommendations from Dr. Grover Andrews (July 2, 1985)

1. Decide on someone in charge
2. Designate a committee.
3. Recognize planning as a process (and not just produce a plan).
4. Chart an institutional effectiveness plan for the institution, and out of this, produce a report to SACS.
5. Planning must not dictate to effectiveness. The planning office should not make decisions.
6. Send three to four pages on how ECU plans to approach this report to the new executive director of SACS for approval before proceeding.
7. Update progress made in implementing recommendations included in the First Follow-Up Report that was submitted to SACS in 1983.

From: Academic Strategy by George Keller

pg. 121 Each institution needs to see itself as if for the first time and ask, what business are we really in? Of the 3,100 colleges, universities, technical institutes, seminaries, and two-year community colleges, what special role do we play in America's higher education network? What attractive and important set of services does our institution provide that people cannot obtain elsewhere better, cheaper, or faster? What comparative advantages do we have over approximately similar places? What academic fields and college services will be most needed by the country and our region in the next decade? With our traditions, endowment, location, and collection of faculty and administrators, what should our campus be building toward? What should our college aspire to be 10 years from now? Clearly, an academic strategy is imperative.

pg. vii Strategic planning deals with a new array of factors: the changing external environment, competitive conditions, the strengths and weaknesses of the organization, and opportunities for growth. Strategic planning is an attempt to give organizations antennae to sense the changing environment. It is a management activity

designed to help organizations develop greater quality by capitalizing on the strengths they already have.

Another important development is the notion of participatory management--

Fifteen-member steering committee appointed by the Chancellor in January, 1986. Committee Chair, Associate Vice Chancellor for Academic Affairs. Other members: four faculty nominated by the Faculty Senate (Chair of Educational Policies and Planning Committee, Chair of Teaching Effectiveness Committee, Chair of Curriculum Committee, and Chair of Research/Creative Activity Committee), the Chair of the Faculty Senate, the Vice Chancellor for Academic Affairs, the Vice Chancellor for Business Affairs, the Vice Chancellor for Institutional Advancement, the Vice Chancellor for Student Life, the Vice Chancellor and Dean of the School of Medicine, the Director of Athletics, the Director of Academic Library Services, the Dean of the Graduate School, and the Director of Continuing Education. The Coordinator of Planning and the Director of Institutional Research serve as resource persons to the Committee.

Tasks identified: (Reported in Sept. 15, 1986 Pieces of Eight)

1. The university's effectiveness must be evaluated on the basis of its purposes as stated in the mission statement.
2. Provide information to units about how student outcomes may be measured utilizing information currently available in the units; such as student success on professional credentialing examinations, student placement upon completion of degree programs, and alumni surveys.
3. Review the advantages and disadvantages of utilizing national examinations such as ACT's-COMP.
4. Develop guidelines to aid departments/units in developing program outcome statements.
5. Develop survey questionnaires to assess opinion about how successful the institution is in meeting its stated objectives.
6. Determine what makes East Carolina University distinctive and determine the strengths and weaknesses of the institution.