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ANNUAL REPORT

Academic Year 2011 – 2012

OFFICE OF INSTITUTIONAL RESEARCH

Submitted: August 2012

By: Gary Gunderman, Director

Executive Summary

The mission of the Office of Institutional Research (IR) is to gather accurate and timely data, organize it in a meaningful way and make it available to the administration and leadership teams of the University of Arkansas at the college and departmental level, allowing them to make informed decisions that help the university in progressing toward its goals. IR is also responsible for compiling, analyzing, and reporting data essential for university compliance with state and federal reporting requirements and for providing university metrics to national and regional groups that market and benchmark institutions of higher education.

Office responsibilities include one-time and recurring requests for information, major projects, annual surveys and reports, committee/task-force participation, and relevant activities or events in support of the University. This year, IR completed approximately 210 requests for information and major projects. Some of the projects begun or completed during this academic year include:

- Performance Funding
- Implementation of Recent Legislation
- Improvement of QA system
- Distance Education (several parts)
- Restructuring of Academic Spreadsheet
- Update of TELE Fees Model and Tuition Model
- Enrollment Growth Needs and Enrollment Model

In addition to completing data requests and projects, IR staff members also participate in campus committees, work with a multitude of offices to collaboratively support University goals, hold membership in regional and national organizations, and engage in professional development activities.

Dissemination of Information

Institutional Research completes or coordinates many ad hoc requests for information each year. These requests come from a variety of offices, agencies, or individuals, both internal and external to the university and often require considerable effort to complete. Much effort is made to assure that persons requesting information receive information consistent with similar requests made to other departments across campus. This remains a challenge, however, depending on how the information is requested and the varying data definitions as interpreted by different departments within the university. When inconsistencies arise, we attempt to meet with the department providing the information to assure that our definitions are more closely aligned.

Major Projects

(A) Performance Funding

a. Background

- i. Arkansas Act 1203 required that the funding model for Arkansas institutions of higher education move from a needs-based model to one in which a percentage

(5% in 2013-14 growing to 25% in 2017-18) of their funding be based on an outcomes-based performance model.

Work on implementation of this legislation began in April of 2011, with Institutional Research becoming involved in mid-summer 2011. At that point, it had been determined that the performance measures would be based on a model in which institutions would be measured against their own previous performance rather than against one another. Through weekly and bi-weekly meetings with other institutions and with the staff of ADHE, a number of performance measures were developed. Institutional Research assisted these discussions by evaluating what data could be collected consistently from all four-year state institutions and to the extent possible, was information that was already being submitted to ADHE within the AHEIS system. It was determined that the measures would be divided into two distinct groups: mandatory measures and optional measures.

b. Measures

- i. Count of bachelor's degrees awarded (mandatory)— This measure reflects Governor Mike Beebe's commitment to double the number of bachelor degree recipients in Arkansas by 2025. The measure takes the number of bachelor degrees awarded by each institution during the 2010 academic year and sets a goal for each successive year that is 4.73% greater than the previous year's goal resulting in a goal number in 2025 of two times the 2010 bachelor's degree number. The performance model awards points to a university based on the percentage of that year's goal that are actually awarded, so that if an institution achieves 95% of their goal number then they receive .95 points for that measure.
- ii. Count of credentials awarded (mandatory)—This measure is similar to measure 1 except that all credentials of one-year or greater are counted. The goal for each year is set in a fashion similar to measure 1 and percentage points awarded in the same way.
- iii. STEM credentials awarded (mandatory)—This measure counts all credentials of one-year or greater awarded in one of the STEM fields as defined by ADHE derived from ICE CIP codes. Points are awarded for this measure based on whether or not the institutions most recent two year average of credentials awarded is greater than the average for the previous three years.
- iv. Progression (mandatory)—This measure was developed by a team of institutional researchers from several institutions including UA. It is meant to serve a role similar to retention, but takes into account the varying missions of the four-year institutions in the state (part-time or intermittent enrollment, etc.) To determine a progression rate, each institution determines for a given fall semester a cohort of students that are degree-seeking, non-transient undergraduates enrolled in at least six hours as of the fall census date. Then the

institution determines what percentage of those students either graduated from that institution or earned at least 18 credit hours from that institution during the academic year of that fall and the subsequent academic year. The averages of the two most recent rates compared to the three previous rates are then compared. Points are awarded based on improvement in these two compared averages.

- v. Minority credentials (optional)—This measure takes the average of the number of credentials awarded to minority students in the two most recent academic years and compares that to the average of the three previous years. Points are awarded based on an increase in the average.
- vi. Non-traditional credentials awarded (optional)—This measure takes the average number of credentials awarded to non-traditional (25 or over at time of graduation) students in the two most recent years compared to the average over the previous three years. Points are awarded for an increase in the average.
- vii. Low Income (compensatory)—If an institution is awarded fewer than 10 points, then they can be awarded an additional fraction of a point equal to the percentage of their incoming students that are Pell recipients. These compensatory points cannot bring an institutions total above a level of 10.
- viii. Remedial credentials (optional)—This measure takes an average of the number of credentials awarded to remedial students (those that required some remediation) in the two most recent years compared to the average awarded in the three previous years. Points are awarded for an increase in the average.
- ix. Transfer credentials (optional)—This measure takes an average of the number of credentials awarded to transfer students (those that started at an institution as a transfer student) in the two most recent years compared to the average awarded in the three previous years. Points are awarded for an increase in the average.
- x. High-demand credentials (optional)—This measure takes an average of the number of credentials awarded in high-demand fields (as defined by ADHE by CIP code) in the two most recent years compared to the average awarded in the three previous years. Points are awarded for an increase in the average.
- xi. Course completion (optional)—This measure takes an average of the course completion rate over the two most recent years compared to the three previous years. Points are awarded for an increase in the average.
- xii. External grants and awards expenditures (optional)—This measure compares the average expenditures for the two most recent years compared to the three previous years. Points are awarded for an increase in the average.
- xiii. Regional critical need/economic development (optional)—This measure takes an average of the number of credentials awarded in fields that are needed for economic development in the region served by the institution over the two most recent years compared to the average for the three previous years.

Points are awarded for an increase in the average. Regional needs are defined by CIP code by the institution.

- c. Explanation
 - i. Institutions earn points on a scale of one to ten with the four mandatory measures being worth one point each. An institution chooses six of the optional measures on which to be graded and is awarded up to one point for each of those measures. The low-income compensatory fraction of a point is then awarded if the total is less than ten.

(B) Implementation of Other Recent Legislation

- a. Act 182
 - i. The Roger Phillips Transfer Report was postponed by ADHE for another year because no AA, AS, or AAT degree programs had yet been approved by AHECB.
- b. Act 672
 - i. In the fall of 2011, we submitted the first annual ACTS Transfer Report in compliance with Act 672. This report details for the previous academic year what ACTS classes for which transfer students requested credit and were denied. The only examples of this for UAF for AY2011 were classes where the student had earned a “D” grade for the transfer work which were not allowed for credit at UAF.
- c. Act 747
 - i. Among other things, Act 747 requires institutions to implement a “common course numbering” system to simplify the identification of how classes will transfer between institutions. ADHE’s proposed solution was for all institutions to use the already developed ACTS course numbers. These will need to be printed alongside institutional course numbers beginning with academic year 2014.
 - ii. A UAF committee decided that best method of complying with this act was to add the ACTS equivalency course number to the each course’s long description in ISIS and then to assure that this description was used in each place where the course schedule is listed in ISIS and the schedule of classes online and through the mobile app.

(C) Improvement of QA system

- a. Ciprian Caloianu began work on adding new tests to the QA program that checks for data integrity issues in ISIS and the AHEIS files. He has begun re-writing the code used for this to make it easier for the users. Campus users include the Registrar’s Office, Global Campus, Admissions, the Graduate School and the Law School.

(D) Distance Education

- a. State Authorizations

- i. Recent amendments to the Higher Education Act of 1965 require in part “If an institution is offering postsecondary education through distance or correspondence education to students in a State in which it is not physically located or in which it is otherwise subject to State jurisdiction as determined by the State, the institution must meet any State requirements for it to be legally offering postsecondary distance or correspondence education in that State. An institution must be able to document to the Secretary the State’s approval upon request. [34 CFR §600.9(c)]
- ii. In order to comply with this law the UA system office and Global Campus have taken steps to seek approval from states where the UA offers classes. IR’s role has been to provide them with information about what courses are being offered out of state and which students take them. We have also worked with the Registrar’s Office to introduce the PeopleSoft field of “Instruction Mode” to help us better determine how classes are being taught. The ISIS team is also working on an added step for student taking classes online in which they would indicate what state they will be in while taking the class.
- iii. Information for Dr. Cheryl Murphy’s project
 - 1. Institutional Research provided information on distance education classes and SSCH to Dr. Cheryl Murphy’s project which detailed the growth and trends in distance education offered by the University of Arkansas.

(E) Restructuring of the Academic Spreadsheet

- a. The academic spreadsheet is a document maintained by IR which attempts to keep an accurate record of all departments, degree programs, majors, plans, CIP codes, and concentrations to help assure that we have an accurate list of which ones are active and when they were started. This helps in keeping ISIS in sync with the information that ADHE maintains. The document was restructured to allow software to extract data directly from the spreadsheet for reporting and modeling.

(F) Update of TELE Model and Tuition Model

- a. Changes to how the tuition status of students is reported to ADHE caused a need to update the SAS programs that compile information on SSCH by college and residency for the tuition model and the number of students by the number of hours enrolled for the TELE Fee model. At the same time, the programs

(G) Academic Policy Series 1620 – Program Reviews

- a. Program review data was extracted for the following programs this year:
- b. Programs held over from the 2010-11 schedule
 - i. Landscape Architectural Studies – BS
 - ii. Department of Communication – BA, MA
 - iii. Department of Anthropology – BA, MA, PhD
 - iv. American Studies – BA
 - v. Space and Planetary Sciences – MS, PhD
 - vi. African American Studies – BA

- vii. Middle East Studies – BA
 - c. Programs on schedule for 2011-12
 - i. Higher Education – MEd, EdS, EdD
 - ii. Recreation – BSE, MEd, EdD
 - iii. College of Engineering Dean – MSE, PhD
 - iv. Department of Music – GC in Advanced Instrumental Performance
 - v. Department of Political Science – BA, MPA, MA
 - vi. Economics – BA
 - vii. Agricultural Law – LLM
 - d. By the end of the year, it became apparent that many of these reviews were not completed because of new deans in several positions. This data will need to be re-calculated for the next academic year.
- (H) Enrollment Growth Research
 - a. Growth Needs Document
 - i. In November of 2011, Provost Gaber asked IR to develop a single spreadsheet that used Fall 2011 ratios for students, faculty, rooms, housing, etc. to determine what the various needs would be if enrollment expanded to 24K, 25K . . . 30K. A sample of this document can be found in Appendix A. This document was eventually used for space planning by Financial Affairs and Facilities Management.
 - b. Enrollment Projection Model
 - i. Because the growth needs document was never intended as a projection of enrollment but was being used that way by some. Provost Gaber asked IR to develop an enrollment projection model based on current retention rates and very slow growth in the size of the freshman class. This document was more complex and projected enrollments through 2020.
- (I) Modeling of US News Report
 - a. The University of Arkansas was at #132 on the 2012 US News and World Report list of Best National Universities. One area of concern was our predicted vs. actual graduation rate. IR did some study of how these measures were calculated to see if they were accurate and what measures most effect these scores. The predicted rate is largely based on the incoming class's entrance exam scores and high school GPA. IR also modeled the report in an attempt to determine the measures in which we are most likely to make improvements.
- (J) Update of Metrics for the Transparency and Accountability to the People of Arkansas Report
 - a. The metrics related to this report were updated in preparation of a formal follow-up document outlining the progress made toward goals mentioned in the report

Reports Completed Annually

- AAUP Faculty Salary Survey
- ACT Profile

- Benchmark updates
- College and University Professional Association (CUPA)
- Common Data Set/U.S. News and World Report/and assorted College Guides
- Consortium for Student Retention data Exchange (CSRDE)
 - Retention of First-time, Full-time Freshmen
 - Science, Technology, Engineering and Mathematics majors
 - Transfer Student Retention
- Degree Counts
- Enrollment by Majors
- Enrollment by AR County and State
- Faculty Turnover Report
- Federal Reports – National Center for Educational Statistics, Integrated Postsecondary Educational Data System
 - 12-Month Enrollment
 - Completions
 - Fall Enrollment
 - Finance
 - Financial Aid
 - Graduation Rate Survey 200 & Supplemental
 - Human Resources
 - Institutional Characteristics
- Class Seat Availability
- Instructor Load Report
- Higher Learning Commission Annual Institutional Data Update
- Historically Difficult Classes
- National Study of Instructional Costs and Productivity (Delaware)
- Small Class Reports
- SSCH by Department and college
- SSCH Tuition Model
- State Reports – (Completed or coordinated)
 - AHEIS Athletic File (annual)
 - AHEIS End of Term Files (4 per year)

- AHEIS Graduated Student File (2 per year)
- AHEIS Term Course File (4 per year)
- AHEIS Term Instructor File (4 per year)
- AHEIS Term Registration File (4 per year)
- AHEIS Term Student File (4 per year)
- AHEIS Workforce File (4 per year)
- OCR A5 – Composition of governing boards for higher education
- OCR B1 – Applications, acceptances and enrollments
- Students/Spouses Called to Military Service
- Southern University Group
 - Administrative Salary Survey
 - Alabama Tuition Survey
 - OSU Faculty Salary Survey
 - WVU SUG/SREB Summary Survey
- TELE Model
- Tuition & Fees Survey (multiple surveys for different organizations)
- University of Arkansas Graduation and Retention Study
- Voluntary System of Accountability

Appendix A

Enrollment Growth Planning Metrics													
Revised: December 16, 2011 - glg		Actual			Factors	Projected							
Notes	Year	2009	2010	2011		20??	20??	20??	20??	20??	20??	20??	
1-a	Student Headcount	19,849	21,405	23,199		24,000	25,000	26,000	27,000	28,000	29,000	30,000	
1-b	Student FTE	16245	17550	19211		19,835	20,661	21,488	22,314	23,140	23,967	24,793	
1-c	Student HC:Student FTE ratio	1.22	1.22	1.21	1.21	1.21	1.21	1.21	1.21	1.21	1.21	1.21	
1-d	New Freshmen	3,046	3,873	4,462		4,248	4,428	4,608	4,788	4,968	5,148	5,328	
1-e	%	15.7%	18.4%	19.6%	18.0%	18.0%	18.0%	18.0%	18.0%	18.0%	18.0%	18.0%	
1-f	Freshmen (non-NF)	1,407	1,434	1,629	7.0%	1,652	1,722	1,792	1,862	1,932	2,002	2,072	
1-g	%	7.2%	6.8%	7.1%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	
1-h	Sophomores (non-NF)	3,407	3,410	4,024		4,130	4,305	4,480	4,655	4,830	5,005	5,180	
1-i	%	17.5%	16.2%	17.6%	17.5%	17.5%	17.5%	17.5%	17.5%	17.5%	17.5%	17.5%	
1-j	Juniors (non-NF)	3,379	3,583	3,702		4,130	4,305	4,480	4,655	4,830	5,005	5,180	
1-k	%	17.4%	17.0%	16.2%	17.5%	17.5%	17.5%	17.5%	17.5%	17.5%	17.5%	17.5%	
1-l	Seniors (non-NF)	4,596	4,947	5,210		5,546	5,781	6,016	6,251	6,486	6,721	6,956	
1-m	%	23.6%	23.5%	22.9%	23.5%	23.5%	23.5%	23.5%	23.5%	23.5%	23.5%	23.5%	
1-n	Graduate	3,616	3,770	3,773		3,894	4,059	4,224	4,389	4,554	4,719	4,884	
1-o	%	18.6%	17.9%	16.5%	16.5%	16.5%	16.5%	16.5%	16.5%	16.5%	16.5%	16.5%	
1-p	Law	398	388	399		400	400	400	400	400	400	400	
1-q	%	exclude	exclude	exclude		exclude	exclude	exclude	exclude	exclude	exclude	exclude	
1-r	% - Total (should = 100%)				100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
1-s	Undergraduate Headcount	15,835	17,247	19,027		19,706	20,541	21,376	22,211	23,046	23,881	24,716	
1-t	Graduate Headcount	3,616	3,770	3,773		3,894	4,059	4,224	4,389	4,554	4,719	4,884	
1-u	Law Headcount	398	388	399		400	400	400	400	400	400	400	
Faculty	2-a	Student(FTE):Faculty(FTE) ratio	17.54	18.11	18.80		18.77	18.77	18.77	18.77	18.77	18.75	18.75
	2-b	Student(HC):Faculty(FTE) ratio	21.44	22.09	22.70	22.70	22.70	22.70	22.70	22.70	22.70	22.70	22.70
	2-c	Tenure/Tenure Track (FTE)	710	727	735	71.9%	760	792	823	855	887	919	951
	2-d	Non-Tenure Track (FTE)	216	242	287	28.1%	297	309	322	334	346	359	371
	2-e	Total Faculty (FTE)	926	969	1,022	100.0%	1,057	1,101	1,145	1,189	1,233	1,278	1,322
Staff	3-a	Non-Classified Staff	1,020	1,025	1,048	80.0%	1,077	1,113	1,149	1,185	1,222	1,258	1,294
	3-b	Classified Staff	1,383	1,355	1,360	80.0%	1,398	1,444	1,491	1,538	1,585	1,632	1,679
	3-c	Total Staff	2,403	2,380	2,408		2,475	2,557	2,640	2,723	2,807	2,890	2,973
Housing	4-a	Bed Space demand (2009-level)	4,497	4,898	5,404	28.4%	5,596	5,833	6,071	6,308	6,545	6,782	7,019
	4-b	Bed Space to maintain 2011 capture rate			5,118	26.9%	5,301	5,525	5,750	5,974	6,199	6,424	6,648
	4-c	Bed Space actuals	4,723	4,993	5,087		Projected 2012=4,954; 2013=5592; 2014=5725						
Lab Rooms	5-a	Anthropology Labs			3	0.000129	3	3	3	3	4	4	
		Anthropology labs projected to grow to a total of 4 by 2015. (Additional lab needs to be adjacent to another ANTH lab to share specimens.)											
	5-b	Biology Labs			15	0.000647	16	16	17	17	18	19	19
		Biology labs projected to grow to a total of 20 by 2015. (One unsuitable room--SCEN503--needs to find other use, so 2015 number might be 21.)											
	5-c	Chemistry Labs			9	0.000388	9	10	10	10	11	11	12
	5-d	Chemistry Lab Hoods			37	0.001595	38	40	41	43	45	46	48
		Chemistry labs projected to grow to a total of 17 by 2015, with the number of hoods projected to grow to 87 by 2015. (Maintain 2 hoods in prep room, assuming new construction, change to 5 hoods per room for teaching, additional need of central instrument room.)											
	5-d	Drama Labs			2	0.000086	2	2	2	2	2	3	3
		Drama labs projected to grow to a total of 6 by 2015. (2 acting studios, 1 costume production, 1 computer lab.)											
	5-e	Geology Labs			8	0.000345	8	9	9	9	10	10	10
		Geology labs projected to grow to a total of 12 by 2015.											
5-f	Journalism Labs			1	0.000043	1	1	1	1	1	1	1	
	Journalism labs projected to grow to a total of 2 by 2015. (Adding night classes and profs will increase efficiency of current space briefly, but need 2 by 2015.)												
5-g	Physics Labs			7	0.000302	7	8	8	8	8	9	9	
	Physics labs projected to grow to a total of 8 by 2015. (Moving ASTR to new space makes better usage, 1 room for ARCH and ARSC classes.)												
5-h	Sociology Labs			1	0.000043	1	1	1	1	1	1	1	