Institutional Research...Annual Report, 2013-2014

University of Arkansas, Fayetteville. Office of Institutional Research

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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 progress 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 201 requests for information and major projects. Some of the projects begun or completed during this academic year include:

- COACHE administration
- Coordination of US News survey
- Support of a retention and graduation study
- Verification of ADHE needs-based and performance-based funding metrics
- Update of the departmental profiles system
- Assisting Global Campus in the collection of faculty information needed for state authorizations
- Creation of intersession enrollment and SSCH reports
- Creation of a model of on and off campus tuition and fee revenues
- A study of summer session SSCH and enrollment
- Hiring of an additional staff person to support AHEIS submissions

In addition to completing data requests and projects, IR staff members also participate in campus committees, work with many 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**

**COACHE Administration**

During the fall and early spring of the 2013-14 academic year, tenured, tenure-track and non-tenure-track faculty on the University of Arkansas campus participated in the Collaborative on Academic Careers in Higher Education (COACHE) survey at the request of Provost Sharon Gaber. The survey asked faculty to rate their level of satisfaction on a variety of issues related to job satisfaction along with various aspects of the campus climate and leadership at the institutional and college level.

At the U of A, 354 of the 735 tenured and tenure-track faculty responded to the survey for a response rate of 48%. This rate was comparable to response rates at the other five institutions in our selected peer group that had an average response rate of 49% -- the same response rate averaged by all institutions which participated in the 2013-14 survey. The strong response rate validates drawing meaningful conclusions on the state of the satisfaction among the tenured and tenure-track faculty and targeting efforts toward the issues addressed through the survey responses.

The five institutions selected for our peer group were all members of our normal SEC and benchmark schools with which the university benchmarks a variety of data. The five were: Auburn University, the University of Alabama, the University of Kansas, the University of Missouri, and the University of Tennessee.

The University ranked higher that all five peers in three general areas: Nature of work, teaching; Personal and family polices; and Facilities and work resources. There were three areas in which UA faculty were less satisfied than all five peer schools: Tenure policies, Tenure clarity, and Departmental leadership.

A short summary of the findings can be found in *Appendix A*.

**Coordination of US News Survey**

Institutional Research again coordinated the universities response to the US News Survey for their “Best College” issue. Responses were coordinated by Martin Jardon and involved the collection of data from many departments across campus. A summary of the institution’s responses on rankings-related metrics was provided by IR to the University’s executive committee. Comparisons of those metrics to previous year data showed improvements in retention, graduation, class sizes, faculty salary, percent in top 10%, and acceptance rate. Metrics declining included percent of faculty with terminal degree, percent full-time faculty, per student spending, and alumni giving rate.
Study of Summer SSCH and Intersession Enrollments

At the request of Provost Gaber, IR developed reports based on the enrollment and SSCH production during summer school sessions and in the recently developed intersessions. The summer school report was reviewed as a possible means of deciding how much individual colleges should receive as a part of the summer school incentive through which colleges would receive part of the increased revenue from the growth of summer school SSCH. It was determined, however, that a better model for the distribution of these funds would come through the actual revenues created rather than census date enrollments.

The intersession enrollment and SSCH production reports were used by academic affairs to determine how intersessions were being utilized by individual departments and where there were opportunities for growth in intersession enrollments. A sample report is provided in Appendix B.

Assist in the Collection of Faculty Data for Global Campus

In January of 2014, Global Campus asked for IR assistance in compiling information about university faculty, their degree information, and the courses they teach to be used as source data for certain state authorization requests. This included information on rank, hire date, courses taught and their location, and faculty degrees earned and the institution from which they were earned.

Verification of ADHE Needs and Performance-Based Funding Data

Since FY2012, a rising portion of institutional funding is based on the university’s performance on a set of metrics. Following the conclusion of the academic year, IR created and ran reports to provide preliminary data on how the university performed on each of these metrics. For this year, the University of Arkansas was at 113% of its goal for bachelor degrees awarded and 109% of its goal for total credentials awarded. The university also earned points for STEM credentials awarded, student progression, minority credentials, non-traditional credentials, remedial credentials, transfer student credentials, high-demand degrees, external grants and awards expenditures, and regional critical needs credentials. This earned the university the maximum of ten points for overall performance funding metrics.

Provide Data for Retention and Graduation Study

Dr. Gary Ritter, a professor in the Department of Education Reform led a group of his graduate students in conducting a study to determine what factors predict retention and graduation for UA students. IR compiled a database of UA cohort members with over 100 metrics for each student. The students used these metrics to map predictors of student success and to present those results to a group of administrators in academic affairs.

Create Model of Tuition and Fee Revenue for On and Off Campus Classes
With the continuing growth in online course and degree offerings, IR was asked to create a model based on census enrollments that projects relative revenues from online courses and the effect these courses have on regular tuition and fee revenues. This information was used to verify that Global Campus revenue sharing was at an appropriate level.

Serve on Freedom of Information Act Task Force

At the request of the UA Board of Trustees, our campus put together a task force to look at the current Freedom of Information Act procedures on our campus and to develop a plan to improve those procedures in the future. The result of this group’s work can be found in Fayetteville Policy 207.0 – Freedom of Information, which summarizes university responsibilities and procedures related to FOIA compliance.

Hiring of Coordinator for AHEIS Submissions

During this fiscal year, Institutional Research was able to hire an additional staff person with the primary responsibility of preparing, reviewing, and submitting data and reports to ADHE through the Arkansas Higher Education Information System. We hired Carla Martin, who had excellent software engineering and data manipulation experience as well as a knowledge of campus partners and the storage of student data.

Reports Completed Annually

- AAUP Faculty Salary Survey
- ACT Profile
- ACT Retention Study
- Benchmark updates
- College and University Professional Association (CUPA)
- College Portrait Update
- 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 Utilization Update
- 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
- Higher Learning Commission Annual Institutional Data Update
- Historically Difficult Classes
- National Study of Instructional Costs and Productivity (Delaware)
- Program Viability Standards Update
- 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 Reports
  - Students/Spouses Called to Military Service
- Southern University Group
  - Alabama Tuition Survey
  - OSU Faculty Salary Survey
  - WVU SUG/SREB Summary Survey
o TELE Model
o Tuition & Fees Survey (multiple surveys for different organizations)
o Underrepresented minority yields by Arkansas High Schools
o University of Arkansas Graduation and Retention Study
o Update of Transparency and Accountability to the People of Arkansas metrics

Committee Work

ADHE SISDB Advisory Team

FOIA Task Force

Reaccreditation Quality Initiative Steering Committee

Retention Strategies Working Group
Results:

⭐ UA in “top 30% of institutions” participating in COACHE ⭐

In the following areas:

- Nature of Work: Research
- Nature of Work: Service
- Nature of Work: Teaching
- Facilities and Work Resources
- Personal and Family Policies
- Interdisciplinary Work
- Collaboration
- Leadership: Senior
- Departmental Engagement
Benchmark Area Means (Scale of 1 to 5)
*UA Comparison to All Institutions Participating*
Top 30% Highlighted in **Green**, Bottom 30% Highlighted in **Yellow**

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<td>Facilities and Work Resources</td>
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<td>3.62</td>
<td>Collaboration</td>
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<td>Promotion</td>
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<td>Departmental Engagement</td>
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<td>Appreciation and Recognition</td>
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<td>3.27</td>
<td>Personal and Family Policies</td>
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<td>3.04</td>
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<td>2.76</td>
<td>Interdisciplinary Work</td>
<td>Top 30%</td>
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Benchmark Area Means (Scale of 1 to 5)

**UA Comparison to Selected Peers**

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<td>Leadership: Divisional</td>
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</tr>
<tr>
<td>6</td>
<td>Tenure Policies</td>
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</table>
Top overall areas receiving a score of 4.00 or above

4.48 – Discretion over course content
4.37 – Influence over focus of research
4.19 – Being a mentor is fulfilling
4.19 – Importance of mentoring within department
4.18 – Level of courses taught
4.09 – Meeting times compatible with personal needs
4.05 – Time spent on teaching
4.03 – Intellectual vitality of pre-tenure faculty
4.01 – Nature of courses taught
4.00 – Reasonable expectations: Teacher

Top overall areas receiving a score of 2.75 or below

2.74 – Interdisciplinary work is rewarded in merit
2.70 – Department knows how to evaluate interdisciplinary work
2.69 – Consistency of messages about tenure
2.67 – Department addresses sub-standard performance
2.66 – Housing benefits
2.62 – Dean: Support in adapting to change
2.57 – Priorities on promotion are acted on consistently
2.53 – Mentoring of associate faculty
2.38 – Support for faculty to be good mentors
2.13 – Outside offers are necessary in negotiations

2009-2013 Changes:

Significant increases in satisfaction for pre-tenured faculty since 2009 in areas of:

✓ Salary
✓ Reasonable tenure expectations in performance as a colleague
✓ Reasonable tenure expectations in performance as a campus citizen
✓ Reasonable tenure expectations in performance as a community member
Questions related to enrollment growth/teaching load

Please rate your level of satisfaction or dissatisfaction with . . .

. . .the portion of your time spent on teaching.

27% Very satisfied
54% Satisfied
11% Neither satisfied nor dissatisfied
4% Dissatisfied
1% Very dissatisfied
3% No answer

. . .the number of courses you teach.

26% Very satisfied
53% Satisfied
9% Neither satisfied nor dissatisfied
6% Dissatisfied
1% Very dissatisfied
4% No answer

. . .the number of students in the classes you teach, on average.

27% Very satisfied
42% Satisfied
12% Neither satisfied nor dissatisfied
11% Dissatisfied
3% Very dissatisfied
4% No answer
Appendix

Faculty from the following institutions comprise the COACHE database of Universities for this 2013-14 Provost’s Report.

(*Pre-tenured faculty only; **Tenured faculty only)

Auburn University
Bowling Green State University
Central Washington University
Christopher Newport University*
Clemson University
Duke University*
Florida International University
Florida State University
Georgetown University
Gonzaga University
Indiana State University
Indiana University – Bloomington
Iowa State University
James Madison University*
Johns Hopkins University
Kansas State University
Lehigh University
Lincoln University (MO)
Loyola University Maryland
Merrimack College
Montclair State University
New Jersey City University
New School University
North Dakota State University
Northern Arizona University
Old Dominion University*
Otterbein University
Purdue University
Radford University
Rochester Institute of Technology
Tulane University*
University of Alabama
University of Arizona
University of Arkansas
University of Baltimore
University of California, Davis
University of Houston
University of Kansas
University of Minnesota – Twin Cities
University of Massachusetts – Lowell
University of Rochester University of Saint Thomas (MN)
University of Tennessee
University of Toronto
University of Tulsa
University of Virginia
University of Washington Tacoma
University of Wisconsin – Parkside
University of Wisconsin – Platteville
Virginia Polytechnic Institute and State University
Washington State University
Washington State University
West Virginia University**
Worcester Polytechnic Institute
The State University of New York System
  Alfred State College
  Binghamton University
  Buffalo State College
  Farmingdale State College
  Maritime College
  Morrisville State College
  Purchase College
  Stony Brook University
  SUNY at Brockport
  SUNY at Canton
  SUNY at Cobleskill
  SUNY at Cortland
  SUNY at Delhi
  SUNY at Fredonia
  SUNY at Geneseo
  SUNY at New Paltz
  SUNY at Old Westbury
  SUNY at Oneonta
  SUNY at Oswego
  SUNY at Plattsburgh
  SUNY at Potsdam
  SUNY College of Environ. Science & Forestry
  SUNY Institute of Technology at Utica/Rome
  University at Albany
  University at Buffalo


The University of North Carolina System
   Appalachian State University
   East Carolina University
   Fayetteville State University
   North Carolina Ag & Tech State University
   North Carolina Central University
   North Carolina State University
   University of North Carolina – Charlotte
   University of North Carolina – Greensboro
   University of North Carolina – Pembroke
   Western Carolina University
   Winston-Salem State University

The City University of New York System
   College of Staten Island**
   Hunter College**
   John Jay College of Criminal Justice**
   Lehman College**
   New York City College of Technology**
   Queens College**

*Pre-tenured faculty only; ** Tenured faculty only
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