Board of Trustees
Academic Affairs Committee

Academic Affairs Performance Metrics and Data Informed Decision Making

December 6, 2016

AAC 1.2
University Metrics

- Website: [ire.uncg.edu](http://ire.uncg.edu)

- Link: [http://ire.uncg.edu/metrics](http://ire.uncg.edu/metrics)
Preparation and Academic Cost

- Admission test scores:
  - ACT/SAT
  - GRE/GMAT
- Average net academic cost
- Average percent tuition discount
- Undergraduate financial aid

Link: http://ire.uncg.edu/metrics
*Only SAT/ACT scores that were used in admission decision are included.*
Enrollment

• Total enrollments
• Undergraduate and graduate students by ethnicity
• First-time undergraduates and transfer students
• UNCG freshmen vs NC high school graduates

• Link: http://ire.uncg.edu/metrics
UNCG Total Enrollment (Fall 2012 to 2016)

Enrollment details: [http://ire.uncg.edu/factbook/enrollment_v2.asp](http://ire.uncg.edu/factbook/enrollment_v2.asp)
Outcomes

- First-year persistence rate
- Four-year graduation rates
- Six-year graduation rates
- Six-year composite graduation and persistence rates
- Four-year graduation rates for community college transfer students
- Time to degree
- Number of degrees awarded by ethnicity and level
- Certification, licensure, and national board exam pass rates
- Number of students studying abroad
- State and National Surveys
- Peer Institutions Comparison Report

Link: http://ire.uncg.edu/metrics
UNCG Four-Year Graduation Rates of First-Time, Full-Time, Degree-Seeking Undergraduates by Ethnicity (Cohort Years Fall 2008 to 2012)
Faculty, Instruction and Research

- Number of tenure-stream faculty
- FTE student/FTE faculty ratio
- Faculty Instructional Workload
- Office of Innovation Commercialization Data
- Disclosure, Patent, Licensing & University Startup Activity
- Licensing Revenue
- Royalty Payment Activity

- Link: http://ire.uncg.edu/metrics
UNCG Number of Tenure-Stream Faculty (Fall 2012 to 2015)

For details, visit Factbook: http://ire.uncg.edu/factbook/faculty_tenure.asp
# UNCG Faculty Instructional Productivity (Fall 2011 to 2016)

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016 *</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Credit Hours per Instructional FTE:</strong> These represent total student credit hours generated, including both organized course sections and independent study/individualized instruction coursework.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCH per Total FTE Faculty</td>
<td>234.1</td>
<td>240.8</td>
<td>215.8</td>
<td>220.6</td>
<td>222.9</td>
<td>225.0</td>
</tr>
<tr>
<td>SCH per Tenure-Stream FTE Faculty</td>
<td>189.4</td>
<td>182.0</td>
<td>170.5</td>
<td>175.3</td>
<td>160.5</td>
<td>176.4</td>
</tr>
<tr>
<td>Carnegie Avg SCHs per Total FTE Faculty¹</td>
<td>219.0</td>
<td>215.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carnegie Avg SCHs per Tenure-Stream FTE Faculty¹</td>
<td>176.0</td>
<td>171.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course Sections per Instructional FTE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organized Sections per Total FTE Faculty</td>
<td>2.9</td>
<td>3.1</td>
<td>2.7</td>
<td>2.8</td>
<td>2.9</td>
<td>3.0</td>
</tr>
<tr>
<td>Organized Sections per Tenure-Stream FTE Faculty</td>
<td>2.5</td>
<td>2.5</td>
<td>2.3</td>
<td>2.4</td>
<td>2.5</td>
<td>2.5</td>
</tr>
<tr>
<td>Carnegie Avg Organized Sections per Total FTE Faculty¹</td>
<td>3.1</td>
<td>3.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carnegie Avg Organized Sections per Tenure-Stream FTE Faculty¹</td>
<td>2.6</td>
<td>3.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Fall 2016 data are currently in review by academic department heads. These are preliminary figures which may change following the completion of the review.

¹ Carnegie averages are provided by UNC-General Administration and will be updated with the next iteration of the BOG report.

Source of data: Office of Institutional Research – data prepared for the Delaware Cost Study
2015-16 Graduating Senior Survey:

• Population – 2,616 graduates
• Respondents – 1,228 students
• 46.9% response rate
• UNC system school comparison will be available by end of 2016
• Survey results

Source: UNCG 2016 Graduating Senior Survey
Percentage of respondents who were either very satisfied or satisfied with instructors in their major departments

- Their ability to motivate me to do my best: 88.0%
- How well they explain course material: 87.5%
- The extent to which they encourage class discussion: 86.2%
- How effectively they use instructional technology in teaching/learning activities: 84.7%
- The extent to which they consider different learning styles: 72.4%
- Overall satisfaction with instructors in your major: 89.5%

Source: UNCG 2016 Graduating Senior Survey
Satisfaction with University Services

- Academic advising: 66.7%
- Library services: 91.2%
- Information technology services: 77.9%
- Career services: 71.5%

Source: UNCG 2016 Graduating Senior Survey
Percentage of respondents who agreed that their college education contributed to their knowledge, skills, and personal development

- Writing effectively: 91.2%
- Speaking effectively (i.e., to large and small groups and making presentations): 92.1%
- Using mathematical skills: 69.3%
- Applying analytic skills: 91.4%
- Using critical thinking skills: 94.2%
- Developing leadership skills: 87.0%
- Working effectively as part of a team: 89.5%
- Ability to work with people from diverse backgrounds: 92.1%
- Sensitivity to issues associated with racial equity: 87.8%
- Sensitivity to issues associated with gender equity: 88.5%

Source: UNCG 2016Graduating Senior Survey
All things considered, how would you evaluate the quality of instruction?

In your major:
- Excellent: 61.6%
- Good: 32.1%
- Fair: 5.0%
- Poor: 1.3%

Overall:
- Excellent: 32.4%
- Good: 55.0%
- Fair: 11.4%
- Poor: 1.2%

Source: UNCG 2016 Graduating Senior Survey
How would you evaluate the overall education that you are receiving at this institution?

- Excellent: 50%
- Good: 43%
- Fair: 6%
- Poor: 1%

If you could start over again, would you still choose to attend this institution?

- Yes: 68%
- Not Sure: 23%
- No: 9%

Source: UNCG 2016 Graduating Senior Survey
Student Learning Assessment

UNCG assesses academic programs regularly

- “Programs” include majors, concentrations, and General Education
  - Undergraduate, graduate, and certificate programs
- Evidence of student learning in majors and concentrations is collected annually
- General education assessment occurs annually
  - Each of the 12 Gen Ed categories is assessed on a 4-year cycle
- Evidence is used to make improvements to the programs

Source: UNCG Office of Assessment and Accreditation
Program Assessment Process

• Faculty identify student learning outcomes (SLOs) appropriate for the program
• Faculty identify appropriate measures or metrics to evaluate those outcomes, including
  • Authentic work completed during the program:
    - Research papers
    - Portfolios
    - Design projects
    - Performances
    - Lab reports
    - Case studies
    - Poster presentations
    - Major field tests
    - Practicum evaluations
    - TGAP scores
  • Indirect measures, like alumni surveys and exit interviews

Source: UNCG Office of Assessment and Accreditation
Example: Computer Science BS

Student Learning Outcome:
Students show “an ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.”

Measures:
1. CSC 490 Final Report (Requirements, Design, Implementation, and Evaluation sections)
2. ETS Major Field Test for Computer Science

Results:
1. 87% met criterion 1, 100% met criteria 2, 3, and 4.
2. In the ETS Major Field Test, 61% of students scored at or above the national average of 148.1, exceeding the target of 50% meeting that benchmark.

Source: UNCG Office of Assessment and Accreditation
General Education

- Student learning outcomes are reviewed and revised every 4 years by ad hoc committees of faculty teaching in each category
- Learning is always measured by course-based student work
- In some cases, learning is measured by student surveys in addition to student work
- Written communication and critical thinking skills are also measured by ETS HEIghten tests organized by General Administration

Source: UNCG Office of Assessment and Accreditation
Written Communication Results

Course-based student work

- Course faculty rated 84% of student work as proficient or higher
- Faculty peer reviewers rated 81% of student work as proficient or higher

ETS HEIghten Results:

<table>
<thead>
<tr>
<th>UNCG Mean</th>
<th>Proficient Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>164.6</td>
<td>161-171</td>
</tr>
</tbody>
</table>

Graduating Senior Survey

91.2% of Graduating Seniors said that their UNCG education contributed to their knowledge, skills, and personal development in writing effectively.

Source: UNCG Office of Assessment and Accreditation