


Data Support for Planning & Accreditation

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East Carolina University**

**North Carolina Association for Institutional Research
2019 Conference**



ECU[®]



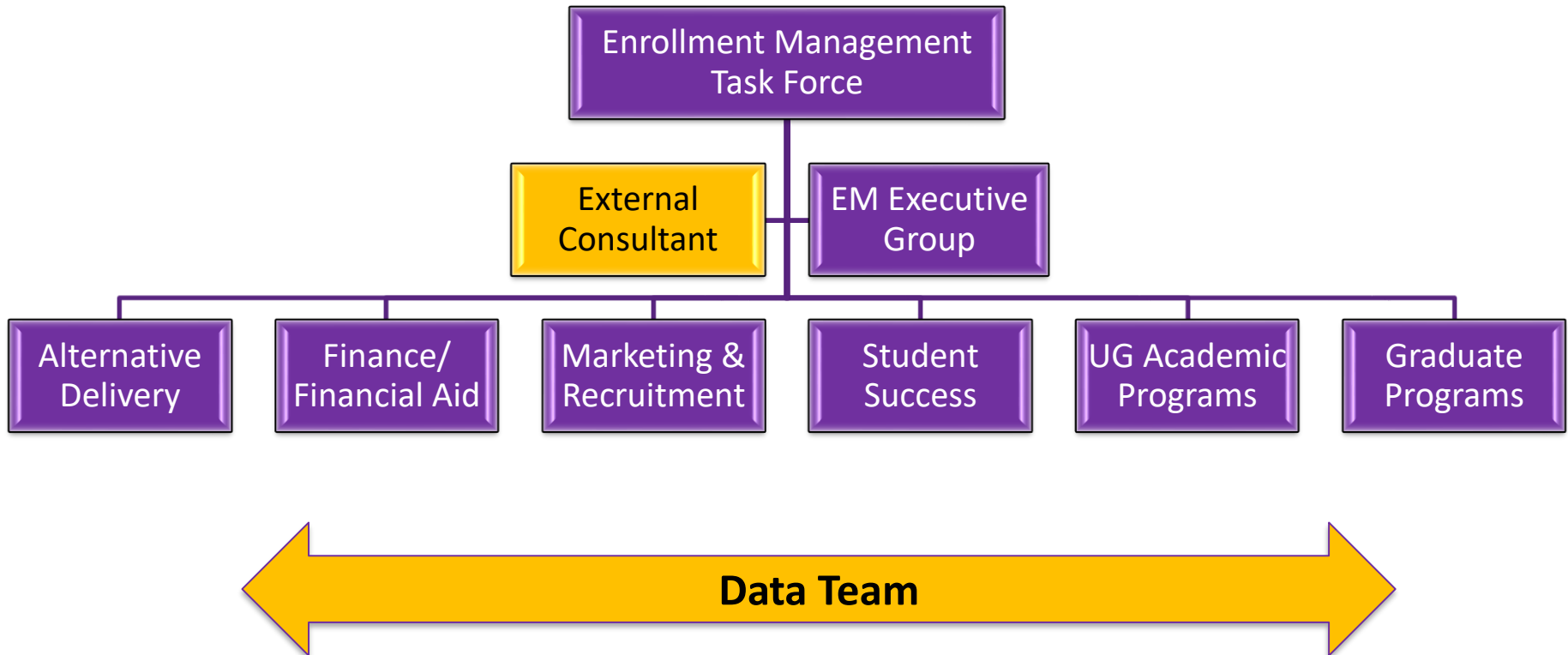
Agenda

- **Data Support for Strategic Enrollment Planning**
 - Project management
 - Data requests
- **Data Support for SACSCOC 5th-Year Report**
 - Identifying data needs
 - Creating accurate, complete program list
 - Demonstrating sufficient full-time faculty
 - Determining full-time faculty by program

Strategic Enrollment Planning (SEP)

- Project Management
- Data Requests

Organizational Structure



TYPES OF DATA REQUESTS

Work Group	Request	Comp. date	Location
UG Academic Programs	ECU “official” program list	6/6/18	SEP Data>UG Academic Programs
UG Academic Programs & Alternate Delivery	UNC system API (indicate which programs are approved for online and off-site delivery)	6/6/18	SEP Data>Documents for all Groups
UG Academic Programs	Sankey diagrams for large, competitive programs at ECU (nursing, engineering, etc.); include NSC data	6/29/18	SEP Data>UG Academic Programs
Student Success & UG Academic Programs & Alternate Delivery	Attritor analysis--combine NSC data with student demographic & academic characteristics to determine what type of students go elsewhere & where they go	7/5/18	SEP Data>Student Success & UG Academic Programs & Alternate Delivery
Graduate Programs	Graduate funnel numbers by college	7/5/18	ecuBIC report linked here
Graduate Programs	IPEDS degrees by program—system & schools within regions where most of our grad students come from	7/23/18	SEP Data>Graduate Programs

Example request: Non-enrollee analysis

Table 3.2 Fall 2017 Major Destinations Breakdown by College

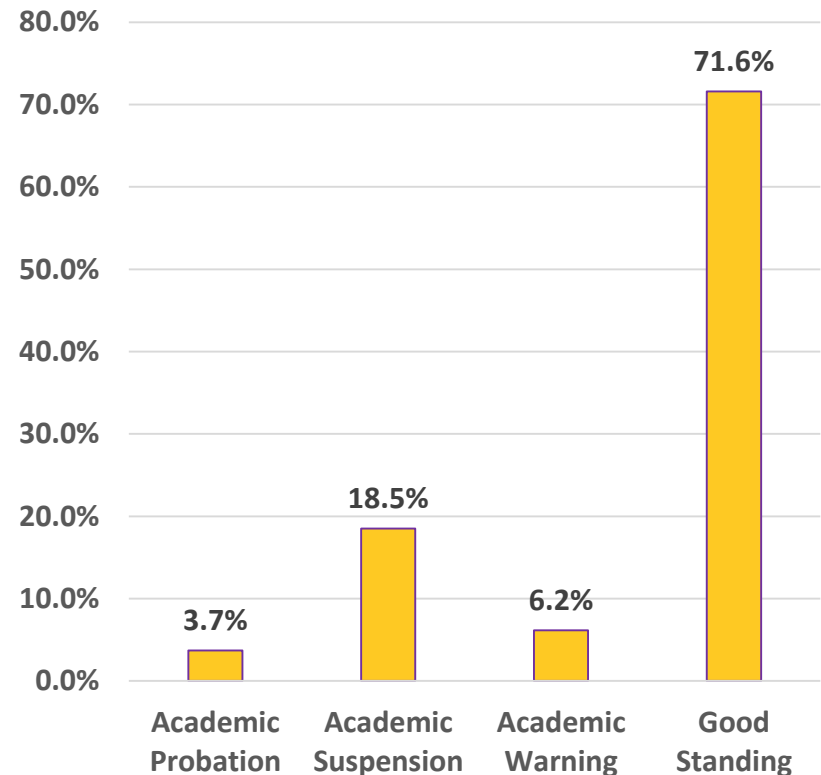
Institution	AH	AS	BU	ED	FA	GC	HP	NU	TC
UNC - CHARLOTTE	10	158	83	30	32	148	46	83	152
NORTH CAROLINA STATE UNIVERSITY	7	220	49	18	13	96	58	26	158
APPALACHIAN STATE UNIVERSITY	9	112	57	34	59	97	64	64	32
UNC - WILMINGTON	10	142	48	20	22	107	56	92	26
UNC - CHAPEL HILL	13	260	19	7	13	66	50	43	36
UNC - GREENSBORO	17	133	30	28	41	70	39	74	31
UNIVERSITY OF SOUTH CAROLINA	2	43	50	4	13	31	23	35	10
WAKE TECHNICAL COMMUNITY COLLEGE	4	40	19	9	11	42	16	24	21
JAMES MADISON UNIVERSITY	11	29	24	13	17	38	20	25	2
WESTERN CAROLINA UNIVERSITY	6	39	12	14	19	25	21	12	22
NORTH CAROLINA A&T STATE UNIVERSITY	6	38	5	5	3	13	9	6	47

Example request: Attritor analysis

- Percent of students with no online credit hours: 59.3%
- Range for number of online credit hours: 0 – 48
- Average total student credit hours: 61.02
- Average days enrolled at ECU: 936*

*Calculations based upon a 9/1/2011 begin date and an end date equal to the last day of the last full month of the term last enrolled.

Academic Standing upon exit from ECU

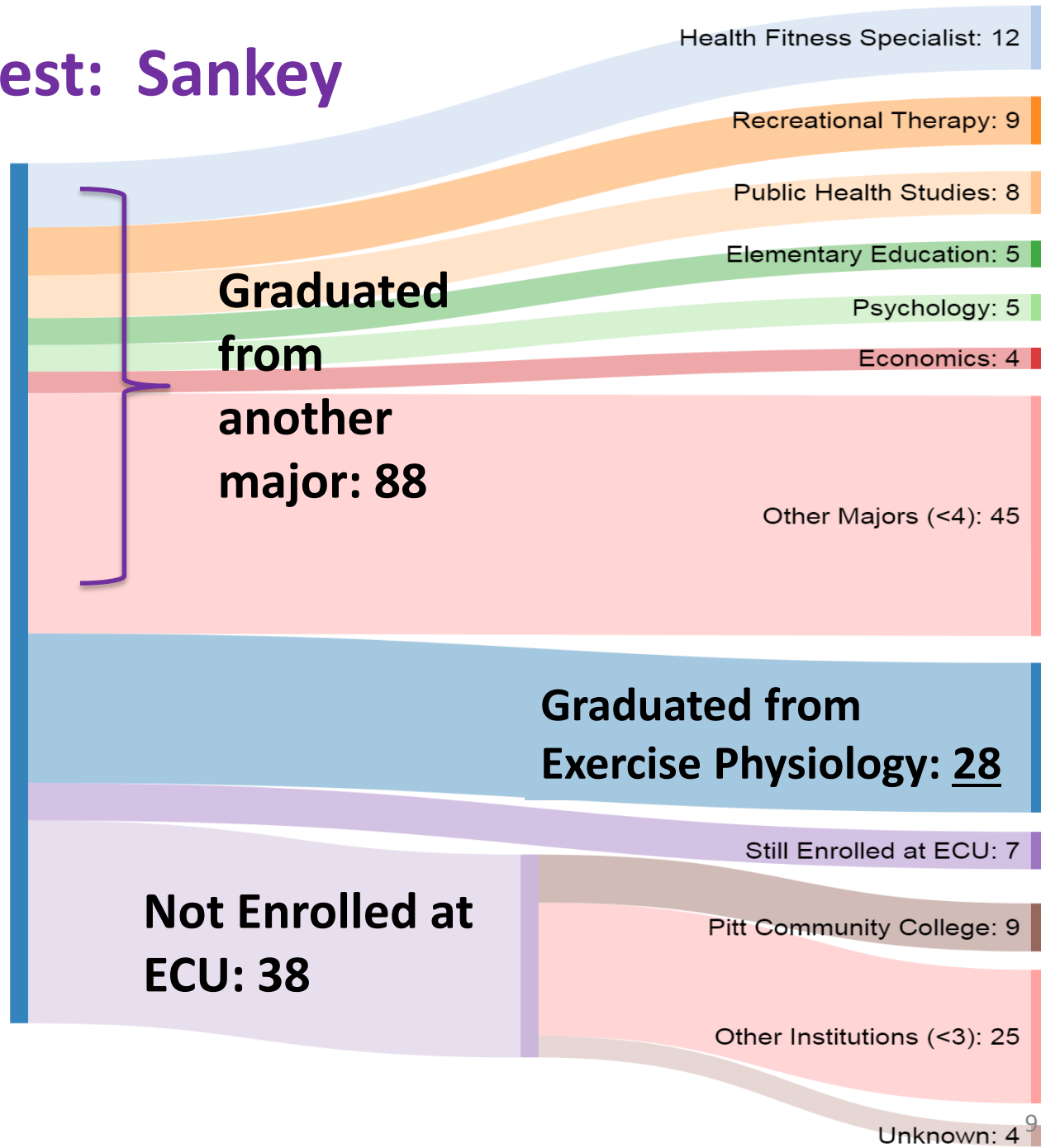


Students in degree-completion programs who “disappeared”; N=321



Example request: Sankey diagrams

For the Fall 2010 FTFY cohort, **161** students chose Exercise Physiology as their intended major by Fall 2010 Census Day.



**Exercise
Physiology
(Intended):
161**

Avg. 1st-Year GPA: 3.0

Avg. HS Weighted GPA: 3.67 Other Majors/Still Enrolled: 95

Avg. SAT: 1045

Avg. ACT: 20.9

Avg. 1st-Year GPA: 3.5

Avg. HS Weighted GPA: 4.01 Exercise Physiology: 28

Avg. SAT: 1093

Avg. ACT: 22.6

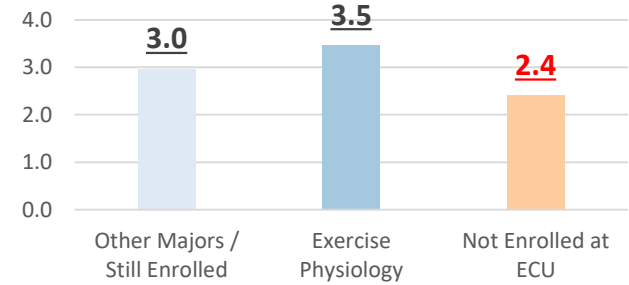
Avg. 1st-Year GPA: 2.4

Avg. HS Weighted GPA: 3.41 Not Enrolled at ECU: 38

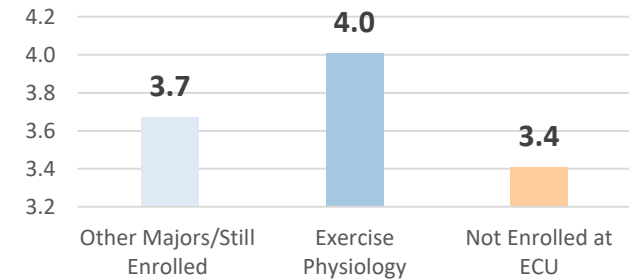
Avg. SAT: 1038

Avg. ACT: 22.7

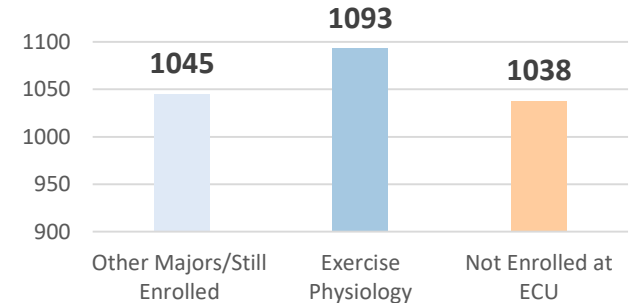
First Year Cumulative GPA



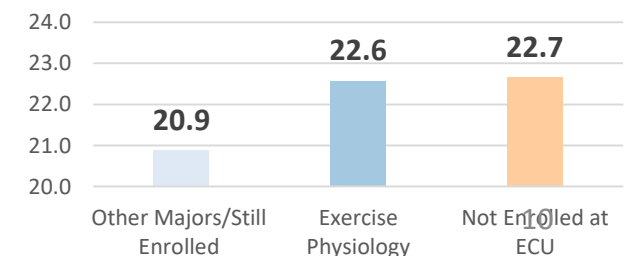
HS Weighted GPA



SAT



ACT



SACSCOC Fifth-Year Interim Report

- Timeline and organizational structure
- Components of the report and data needs
- Challenges and solutions
 - Academic program list in Institutional Summary Form
 - Full-time faculty (6.1 and 6.2b)

Timeline

Kick-off retreat: Summer 17

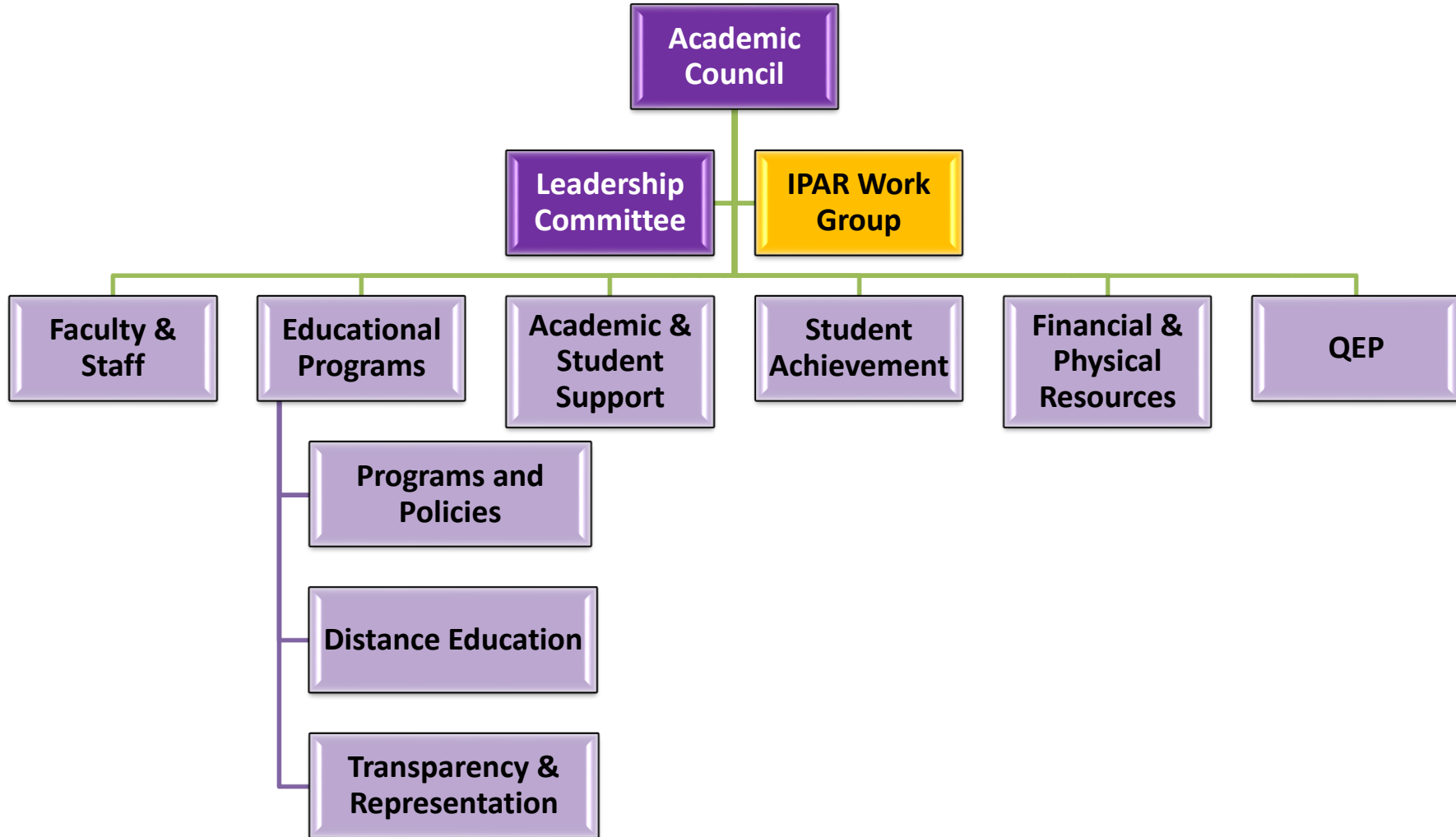
Campus-wide input: Fall 17-Spring 18

First drafts due: Apr. – Sept. 18

Final narratives due: Dec. 18

Final review and assembly: Jan.-Feb. 19

Organizational Structure



Revised SACSOCS Standards

Standard	5 th Year Report
1. Integrity	
2. Mission	
3. Basic Eligibility Standard	
4. Governing Board	
5. Administration & Organization	X
6. Faculty (e.g., FT faculty, FT by program, & coordination)	X
7. Institutional Planning & Effectiveness	
8. Student Achievement	X
9. Educational Program Structure & Content	X
10. Educational Policies, Procedures, & Practices	X
11. Library & Learning/Information Resources	
12. Academic & Student Support Services	X
13. Financial & Physical Resources	X
14. Transparency & Institutional Representation	X
15. QEP	X

Accreditation Information

- [University Overview](#)
- [ECU Leadership](#)

Site Information

- [Navigating This Site](#)
- [Technical Requirements](#)
- [Technical Support](#)

Welcome

Thank you for visiting the East Carolina University (ECU) accreditation website.

The mission of ECU is reflected in the motto *servire*, meaning "to serve."

Mission:

To be a national model for student success, public service and regional transformation, East Carolina University:

- Uses innovative learning strategies and delivery methods to maximize access;
- Prepares students with the knowledge, skills and values to succeed in a global, multicultural society;
- Develops tomorrow's leaders to serve, and inspire positive change;
- Discovers new knowledge and innovations to support living in a thriving future for eastern North Carolina and beyond;
- Transforms health care, promotes wellness, and reduces health disparities; and
- Improves quality of life through cultural enrichment, academics, the arts, and athletics

We accomplish our mission through education, research, creative activities, and service while being good stewards of the resources entrusted to us.

Values:

- **Scholarship** - We will be a diverse community where intellectual freedom, scholarly discipline, and the rigorous pursuit of knowledge thrive.
- **Leadership** - Our students, faculty, and staff will demonstrate leadership in their professions and communities.
- **Service** - We will work toward solutions to the challenges of our region, state, and nation.
- **Discovery** - We will harness the skills and knowledge of our faculty, staff, and students to create a brighter tomorrow for North Carolina.



Dr. Cecil Staton
Chancellor

Fifth-Year Interim Report

- **22 SACSCOC standards to address**
- **Quality Enhancement Plan Impact Report**
- **1,918 hyperlinked documents**

Components of the Report

Report Overview

Part I: Signatures Attesting to Integrity

Part II: Institutional Summary Form Prepared for

Part III: Fifth-Year Compliance Certification

Section 5. Administrative Organization

- ✓ R - 5.4 - Qualified Administrative/Academic Officers

Section 6. Faculty

- ✓ CR - 6.1 - Full-Time Faculty
- ✓ R - 6.2.b - Program Faculty
- ✓ R - 6.2.c - Program Coordination

Section 8. Student Achievement

- ✓ CR - 8.1 - Student Achievement
- ✓ R - 8.2.a - Student Outcomes: Educational Programs

Section 9. Educational Program Structure and Content

- ✓ CR - 9.1 - Program Content
- ✓ CR - 9.2 - Program Length

Section 10. Educational Policies, Procedures, and Practices

- ✓ R - 10.2 - Public Information
- ✓ R - 10.3 - Archived Information
- ✓ R - 10.5 - Admissions Policies and Practices
- ✓ R - 10.6 - Distance and Correspondence Education
- ✓ R - 10.7 - Policies for Awarding Credit
- ✓ R - 10.9 - Cooperative Academic Arrangements

Section 12. Academic and Student Support Services

- ✓ CR - 12.1 - Student Support Services
- ✓ R - 12.4 - Student Complaints

Section 13. Financial and Physical Resources

- ✓ R - 13.6 - Federal and State Responsibilities
- ✓ R - 13.7 - Physical Resources
- ✓ R - 13.8 - Institutional Environment

Section 14. Transparency and Institutional Representation

- ✓ R - 14.1 - Publication of Accreditation Status
- ✓ R - 14.3 - Comprehensive Institutional Review
- ✓ R - 14.4 - Representation to Other Agencies

Part IV: Fifth-Year Follow-Up Report (applicable to select institutions)

Part V: Impact Report of the Quality Enhancement Plan

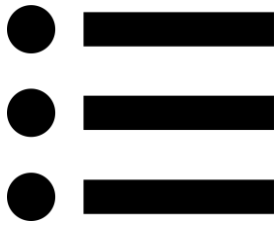
Data Needs in the Fifth-Year Report

Component	Data Needs
Institutional Summary Form	List of educational programs and number of graduates; list of DE and off-site programs
6.1 Full-time Faculty	Evidence of adequate number of full-time faculty to support mission
6.2.b Program Faculty	Evidence of sufficient number of full-time faculty for each educational program
6.2.c Program Coordination	Qualifications of program coordinators
8.1 Student Achievement	Multiple measures of document student success
14.3 Comprehensive Institutional Review	Evidence of faculty receiving appropriate training for teaching DE courses
QEP (writing competency)*	Pre-and-post assessment data, survey data, sampling strategies, etc.

* Both Institutional Research and Institutional Assessment provided support for QEP.

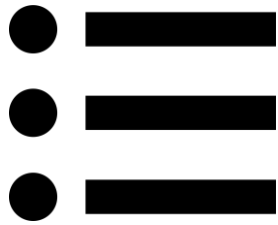
What is an educational program?

- Multiple definitions of **educational program**:
 - “A coherent set of courses leading to a credential (degree, diploma, or certificate) awarded by the institution” (from the Resource Manual, page 167).
 - “List all degrees currently offered and the majors or concentrations within those degrees, as well as certificates and diplomas” (from the Institutional Summary Form, page 2)
 - “**If you transcript it, it is a program**” (from SACSCOC Vice Presidents).
- Considerations:
 - Should we report concentrations within every major?
 - How about stand-alone minors? How about other minors?
 - What are the implications?



Developing Academic Program List

- Began with SDM program feed
- Checked against ECU Academic Program Inventory, ECU catalogs, & websites
- Found issues with
 - Inconsistent, incorrect or outdated information
 - Discontinued programs still being advertised
 - Programs unaware that their recent graduates had completed >50% of degree requirements via DE
 - Programs that had stopped offering courses at a remote site for a few years



Academic Program List: Solutions

- Solutions
 - “Freeze” the academic program inventory
 - Include concentrations for interdisciplinary programs
 - Reconcile program lists published in catalogs and websites
- Moving forward
 - Tracking, documentation and communication of program changes
 - Regular review of marketing materials & major websites
 - Regular audit of fully online and remote site instruction
 - Increase the awareness of operational costs for maintaining low-productivity concentrations



6.1 Sufficient Full-time Faculty

- Address all parts of the mission: teaching, research, and service
- Focus on full-time faculty (not ALL faculty or faculty FTE)
- Use peer comparison to support argument
- Narrative to also include
 - definition of different types of faculty
 - process to determine the number of full-time faculty

6.1 Supporting Evidence - Teaching

Metrics Used	Source
Student to faculty ratio (with peer comparisons)	IPEDS
% FT instructional staff (with peer comparisons)	IPEDS
% SCHs taught by FT faculty, overall & by college	Banner
Student survey response counts re faculty availability and advising	Graduating Senior Survey

Metrics Considered by not Used:

- Delaware study because the data are based on all types of faculty

6.1 Supporting Evidence – Research and Service

Metrics Used	Source
Scholarship type counts from faculty activities system	Sedona/Interfolio
Funding proposals/awards with comparison to selected UNC Schools	UNC Research & Sponsored Programs Report to the President: FY 2017
Funding proposals/awards by college	ECU Sponsored Programs data in RAMSeS
Annual reports from research- or service-focused Centers & Institutes	ECU unit annual reports
Service counts from faculty activities system	Sedona/Interfolio
Community Outreach & Engagement (with comparison to UNC Schools)	UNC Engagement Report 2016 Update: Creating Impact in NC Communities and the Economy
Service learning courses	Banner
School of Dental Medicine Community Service Learning Centers	Patients data

6.2.b Program Faculty - Challenges

Complexity:

- Most faculty reporting by departments
- Faculty teaching for multiple programs and courses serving multiple programs
- Same course prefix used by multiple programs (e.g., certificate programs)

Difficulty:

- Need to associate courses to programs; then, faculty teaching those courses to programs
- Banner module previously used at ECU for degree audit no longer maintained
- Degree Works not implemented in a way to allow export
- Could create a “fake” student for each program/concentration, run through Degree Works, export xml files but didn’t work out
- Resorted to back-up to the back-up to the back-up plan



6.2.b Solution

Associate courses with program

- Identified predominant prefix(es) for each program
- Reviewed catalog description for certificates
- Separated course levels (UG, Master's & Doctoral)
- Merged four semesters of SDM datasets (summer excluded)

Merge with PDF

- Merged course dataset with the PDF
- Identified GTAs and FT/PT status of instructors
- Developed a final dataset of 22,218 sections taught by 1,867 instructors and 236 GTAs

Calculate Headcount & Percentage

- Calculated headcount of faculty by program
- Calculated % SCHs taught by FT Faculty by program
- Calculated % SCHs taught by FT in DE and off-site programs

Abbreviated Example of Table for 6.2.b

Program	# SCHs by FT	Total SCHs	% SCHs by FT	GTA	FT	Total Faculty	% FT	GTA
BA-Geography	10079	10600	95%		16	19	84%	
BA-History	13831	16042	86%		19	22	86%	
BA-Philosophy	26261	27998	94%		14	16	88%	
BA-Sociology	26970	29220	92%		16	20	80%	
BS-Biology	54021	58465	92%	12021	45	50	90%	68
BS-Physics	19681	20497	96%		19	20	95%	
MA-Clinical Psychology	2027	2153	94%		23	25	92%	
MA-English	1353	1392	97%		34	35	97%	
MA-History	2198	2198	100%		22	22	100%	
MS-Biology	1776	1915	92%		33	34	97%	
PHD-Health Psychology	1853	1871	99%		21	22	95%	

Example of Faculty Instructional Overload Report

Department/Faculty	Number of Instructional Overload		
	Spring 2018	Summer 2018	Fall 2018
English Total	4	5	10
Instructor 1		1	
Instructor 2		1	
Instructor 3			1
Instructor 4			1
Instructor 5	1	1	1
Instructor 6	1	1	1
Instructor 7			1
Instructor 8			1
Instructor 9	1		
Instructor 10		1	1
Instructor 11			1
Instructor 12	1		1
Instructor 13			1

6.2.b Use of Data Table to Support Narrative

- Explained the increased faculty overload in English
- Identifies 27 programs with >50% of SCHs taught by part-time and graduate assistants (including DE and off-site programs)
- Explained how FT faculty ensured curriculum and program quality, integrity and review in each of the identified programs
- Explained institutional-wide practices to ensure FT faculty oversight:
 - Oversight of PT faculty (performance evaluation, course evaluation, required DE training, etc.)
 - GTA training/handbook
 - Academic program approval process and program reviews
 - Specialized accreditation

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