

Educational Stewardship Committee

April 2, 2018

Message from the Committee Chairs

One part of the charge to the Educational Stewardship Committee (ESC) is to safeguard the University's educational mission against possible impacts from the IR model. Toward that end, the ESC has

necessary. However, we continue to encourage faculty, staff, or academic units to bring any concerns they have to the ESC.

How to Access the Full Data Report

The findings discussed in the following pages are based on the full data report compiled by the ESC's Data Subcommittee and the Office of Institutional Research. The full data report for 2017 has been compiled as an interactive set of detailed charts and figures via Oracle BI Publisher. The link to the full data report can be found on the Education Stewardship Committee website. Current faculty and staff can access the report using their netid and password.

This short URL will take authorized users directly to the report: <http://go.uvm.edu/d9val>

The report consists of four pages that can be accessed via tabs at the top, with similar data points grouped together in charts and figures on each page. Each chart and figure can be filtered to focus on a specific measurement via the selection of horizontal text boxes at the top of each page. Click on an item in the text boxes to filter down to that item; click on the item again to turn off the filter. Filters do

The number of diversity and sustainability general education course sections offered peaked in 2015-16. Since then, there has been a slight decrease in course sections offered. A drop in sustainability course sections is the cause of the decrease since 2014.

College of Arts and Sciences

The following are observed results for CAS. These observations are not meant to be an exhaustive record of all data points, but rather highlight interesting trends or notable data points. For more detail on all data collected by the Education Stewardship Committee, please see the appendix.

Total student credit hours have stayed roughly the same since 2014, with an overall increase of 1.0% in that time.

Student credit hours earned from graduate students have decreased each year since 2014 (for a total 13% decrease). Two-thirds of this comes from a decrease in the number of student credit hours that graduate students earned in courses at the undergraduate level (courses numbered 000-299).

The number of both credit-bearing and non-credit-bearing lab sections offered has increased over the last three years. There is a year-over-year decrease in non-credit-bearing lab sections offered from 2016-17 to 2017-18.

The number of diversity and sustainability general education courses have increased over the last three years. There is a one-year decrease from 2016-17 to 2017-18, but this is partially explained by a slight increase in course sections in the 1-200 student range.

In 2012-13, CAS was responsible for roughly 75% of University courses. In 2017-18, CAS is now responsible for 60% of diversity courses.

College of Education and Social Services

The following are observed results for CESS. These observations are not meant to be an exhaustive record of all data points, but rather highlight interesting trends or notable data points. For more detail on all data collected by the Education Stewardship Committee, please see the appendix.

Total student credit hours have decreased since 2014-15, for a total decrease of 1% (roughly 200 SCH total). CESS is the only unit to see an overall decrease in SCH of any size over that time.

Student credit hours from graduate students increased over that time. CESS earns more SCH from graduate students than any other college (though graduate student SCH for CNWS is similar to CESS in 2018).

The share of standard course sections with enrollments of 20 or less have decreased over the last three years, with more course sections now offered in the medium class size range (21-50 students).

However, 64% of CESS standard course sections are still taught in the small class size range.

College of Engineering and Mathematical Sciences

The following are observed results for CEMS. These observations are not meant to be an exhaustive record of all data points, but rather highlight interesting trends or notable data points. For more detail on all data collected by the Education Stewardship Committee, please see the appendix.

Total student credit hours have increased year-over-year since 2014-15, for a total increase of 19% over that time.

There has been a substantial increase in the number of standard courses taught at the 31-50 student level (from 180 in 2014-15 to 245 in 2017-18). However, this has been partially compensated for by the decrease in the number of large courses at the 51+ students level (77 sections to 60 sections).

Average class size for standard courses has decreased from 38.4 in 2014-15 to 35.4 in 2017-18.

There is a slight increase in class size from 2016-2017 to 2017-18, however.

Diversity and sustainability general education course offerings have both increased in every year.

College of Nursing and Health Sciences

The following are observed results for CNHS. These observations are not meant to be an exhaustive record of all data points, but rather highlight interesting trends or notable data points. For more detail on all data collected by the Educational Stewardship Committee, please see the appendix.

Total student credit hours have increased each year since 2014-15, with a total increase of 12% over that time.

Student credit hours earned from graduate students accounts for about two-thirds of the total growth, with the largest increase coming between 2016-17 and 2017-18.

CNHS is now in a virtual tie with CESS for the greatest number of credit hours earned from graduate students.

Graduate level standard course sections have seen an increase in average class size each year since 2014-15. The average class size has increased from 16.6 to 20.7 in that time.

Diversity course offerings have increased steadily every year. CNHS offers no sustainability or quantitative reasoning courses.

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Over three years, the share of standard course sections with small enrollments (< 20) has decreased in favor of course sections with medium enrollments (21-50 students). There are no diversity, sustainability, quantitative reasoning or foundational writing general education courses offered by LCOM.

Rubenstein School of Environment and Natural Resources

The following are observed results for RSEN. These observations are not meant to be an exhaustive record of all data points, but rather highlight interesting trends or notable data points. For more detail on all data collected by the Education Stewardship Committee, please see the appendix.

Total student credit hours have increased by 7% since 2014. Most of the incre

Appendix

Data Points Included in the Full Data Report

The findings discussed in this document are based on the full data report compiled by the ESC's Data Subcommittee and the Office of Institutional Research. Instructions on accessing this report are included above in the How to Access the Full Data Report section.

The full data report includes the following data points organized in pages described below. Definitions for certain data points are included elsewhere in the appendix.

Total Student Credit Hours

This page contains the total student credit hours credited to each academic unit by the IBB algorithm since the IBB shadow year (2014). These data come directly from the "FYxx SCH" reports located on the "IBB Reports and Data" website hosted by the Department of Financial Analysis & Budgeting (https://www.uvm.edu/%7Eofabweb/Budget_Building_Materials/IBB)

This page only includes student credit hours credited to the seven undergraduate colleges/schools the Larner College of Medicine. SCH credited to "Interdisciplinary" are not included. SCH earned by Global Gateway students or in courses originated by the Global Gateway program also excluded.

These data can be filtered by academic unit, by the student level from which the SCH were earned, or by the course level from which the SCH were earned.

Course Section Totals

This page contains information on the number of courses offered by enrollment size over time. Course sections are broken down into enrollment size groups ranging from independent courses (enrollment = 1) to courses with 200+ students. The average class size and the total number of students impacted by courses at each enrollment size are also included.

These data can be filtered by course type (independent study, credit-bearing labs, credit-bearing labs, and standard courses), academic unit, and course level.

Class Size Change over Time

This page shows changes over time in the proportion of course offerings by enrollment size. Once filters have been set, the pie charts show the share of course offerings by enrollment size for each year. The bar charts below show how each enrollment size group changed over one year or three years. These charts are helpful because they provide a look at change over time across a three-year timespan.

These data can be filtered by academic unit and by course type. To see how the offerings have changed at the university-wide level, the academic unit must be set to "UVM." must

General Education Course Totals

This page shows the number of general education course sections offered over time. For this report, general education courses are defined as those courses that meet the university's diversity, sustainability, quantitative reasoning or foundational writing & information literacy requirements. The quantitative reasoning requirement was not added until 2017-18, so data were not available in prior years. An increase in QR courses in 2017 does not imply that these are new courses. It only means

IBB Data Years

The data in this report cover the years 2012 through 2017-18. The IBB model became “live” during 2015-16 (but see below). The breakdown of exactly which years are considered “IBB” and “pre-IBB years” is below.

The first year under full administration of the IBB model was 2015. The current year, 2017-18, is the third year under the IBB model.

: Prior to the full implementation of IBB, a “shadow year” was administered. In this shadow year, budgets were still governed by the pre-IBB budget model, but data were collected in the same manner as they would be for the IBB years. This allows for a more direct comparison between IBB years and pre-IBB years. The shadow year was 2014-15.

: All years prior to the shadow year 2014-15 are considered pre-IBB years in this report. These years are included so that year-over-year comparisons for the earliest IBB years can be made. However, one must be cautious when comparing IBB years to pre-IBB years due to the change in processes regarding entering data into Banner. In pre-IBB years, Banner data were not used in budget decisions and so were not as closely regulated. Since the advent of IBB, data entered into Banner is much more accurate.