Academic Program Review Data Definitions

The program review assembles thirteen data elements which define aspects of program productivity, with trend information of up to five years for the AY period 2005-06 through 2009-10. The program data are organized in two general categories: Program Quality, and Program Functions and Demand. In addition, thirteen department-level aggregations are presented as Department Quality or Efficiency measures.

Program Quality:

A1. **Enrolled Student Test Scores**: The quality of a program can sometimes be measured by the inputs into the program. One measure of input is to look at the quality of students accepted into the program using entrance exam scores. The following tests for which data may be available include: SAT Critical Reading, SAT Math, SAT Writing, GRE Verbal, GRE Quantitative, GRE Analytical, the Miller Analogies Test (MAT), GMAT Verbal, GMAT Quantitative, and GMAT Total. For undergraduates test scores are reported for only juniors and seniors for both first and second majors in the Fall semesters. Given students change majors more in the first two years, data for undergraduate programs include only upper class enrollment to reflect the quality of students who are more likely to persist within the program. This measurement has limitations. For example, 2+2 programs or programs with high numbers of transfer students will gain little to no insight. For graduate students, scores are reported for all students enrolled in the Fall semester. It should be noted that programs may require test scores but do not use them in admission decisions, however, the entrance exams still provide some measure of quality. Please note that the highest reported scores for student were extracted from Banner and the enrollment is reflective of tenth day of class.

A2. **One-Year Retention Rate**: One measurement of program quality is to examine the evidence of program outputs. Retention is one measure that is applicable to undergraduate programs only. This is the percent of first time freshman enrolled in the given fall semester who return the following fall semester. Retention is displayed in three categories: the percent who return to UNCG (regardless of the second year program or department); percent who return to the same department (regardless of the second year program); and percent who return in the same program. However, this measurement is limited and should be examined in context of other program outputs.

A3. **Four-Year Graduation Rate (New Freshman)**: One measurement of program quality is to examine the evidence of program outputs. Four-year graduation rate is one measure that is applicable to undergraduate programs only. This is the percent of first time freshman enrolled in the given fall semester who graduate from UNCG by the end of the fourth year out. Graduation is displayed in three categories: the percent who graduate from UNCG (regardless of graduating program or department); percent who graduate from the same department (regardless of the graduating program); and percent who graduate from the same program. However, this measure has limitations. For example, 2+2 programs and programs that enroll larger number of transfer students, or programs that have large number of students who change majors will provide either a limited data or skewed output. For these programs this data should be examined in context of other program outputs.

A4. **Six-Year Graduation Rate (New Freshman)**: One measurement of program quality is to examine the evidence of program outputs. Six-year graduation rate is one measure that is applicable to undergraduate programs only. This is the percent of first time freshman enrolled in the given fall semester who graduate from UNCG by the end of the sixth year out. Graduation is displayed in three categories: the percent who graduate from UNCG (regardless of graduating program or department); percent who graduate from the same department (regardless of the graduating program); and percent who graduate from the same program. However, this measure has limitations. For example, 2+2 programs and programs that enroll larger number of transfer students, or programs that have large number of students who change majors will provide either a limited data or skewed output. For these programs this data should be examined in context of other program outputs.

A5. **Four-Year Graduation Rate (New Transfer)**: One measurement of program quality is to examine the evidence of program outputs. Four-year graduation rate of transfers is one measure that is applicable to undergraduate programs only. This is the percent of new transfer students from other institutions enrolled in the given fall semester who graduate from UNCG by the end of the fourth year out. Graduation is displayed in three categories: the percent who
graduate from UNCG (regardless of graduating program or department); percent who graduate from the same department (regardless of the graduating program); and percent who graduate from the same program. However, this measure is limited for programs with limited number of transfer students and therefore should be examined in context of other program outputs

A6. **Graduate Admissions:** The quality of a program can sometimes be measured by the inputs into the program and the external demand for a program. One measure is to look at the both quality of students and demand for programs is admission selectivity of a program. This measure is applicable to graduate programs only. Fall figures present completed applications and acceptances at the end of August of the given term, and enrolled new students as of the 10th day of the fall semester. Spring figures are completed applications and acceptances at the end of December prior to the given term, and enrolled new students as of the 10th day of the spring semester. The time frame presented includes the period during which graduate admissions was converting between admission processing vendors. Note timing of admission into the program effects the numbers reported.

**Program Functions and Demand**

B1. **Enrolled Majors:** When performing an academic program review, examination of measurements of program demand and size is performed using the headcount of enrolled students per fall. Undergraduate programs include only juniors and seniors, and second majors. The use of juniors and seniors is to account for students who are committed to the program and are more likely to persist. Furthermore several programs have second admission process to enter in the program which is usually at end of the second year, second semester. Discrepancies are noted between departmental rosters and official census records.

B2. **Degrees Awarded:** A measurement of productivity and size of a program is to count the degrees awarded per academic year (summer, fall, and spring graduations).

B3. **Inclusiveness:** The measurement of inclusiveness reflects upon the programs support of the mission and history of the institution. These measurements examine the percent of enrolled majors as defined above who are: first generation, low family income, and from ethnic minority populations. Minority population is defined as those who are American Indian/Native American, Asian/Pacific Islander, Black/African American, Hispanic, or Non-resident Alien. Low income is defined as those who are at 150% or less of poverty level for the size of family, as reported on the Free Application for Federal Student Aid (FAFSA). Students who did not complete a FAFSA are excluded from the calculation. First generation is based on self reported data by the student about parental/guardian education level. Students are defined as first generation if both parents/guardians have only attained education at high school diploma or below.

B4. **Market Share:** In order to measure external demand for UNCG’s programs, the market share of declared majors (junior and senior classes summed, master’s and doctoral programs, as appropriate) compared to enrollment within same disciplines and degree levels within the UNC System as a whole and within the UNC campuses located in the Triad area (UNCG, NC A&T SU, WSSU, UNCSA). In this measure comparisons of enrollments within an area of study at UNCG are performed with that of enrollments at the degree level in the UNC system. Therefore, comparisons may be more appropriate by adding areas of study under one degree program at UNCG with the enrollments for UNC system institutions.

B5. **Credit Hour Production:** One measure to look at the size and scope a program has on the institution is the number of credit hours in and outside the department generated by enrolled majors (all classes) for the respective academic year. The credit hour calculation is based on the student and not the program.

B6. **Credit Hour Contribution:** One measure that looks at size, scope, productivity and internal demand for a program is the total student credit hours taken in the home department by majors and non-majors. This measure is limited in that it is a departmental measure and not reflective on one program.

B7. **Contributions to General Education:** One measure that looks at size, scope, productivity and internal demand
for a program is the number of sections and total student enrollment for courses with any GEC marker offered by the department (undergraduate only). This measure is limited in that it is a departmental measure and not reflective on one program.

Department Measures

A8. Proportion of SCH Taught by Faculty Category: One measure looking at quality inputs is the percentages of undergraduate and graduate credit hours taught by Tenured or Tenure-track faculty and Other full-time faculty, respectively. This measure also displays the Delaware Study discipline average for each faculty category, which can be used as a national benchmark. This measure is limited in that it is a departmental measure and not reflective of individual programs.

A9. Scholarly Activity/Professional Service Activities per Faculty FTE: One measure looking at quality inputs is to look at the scholarly activity of the faculty. This measure is limited in that it is a departmental measure and not reflective of individual programs.

- Scholarly activity include:
  - Authored Books/monographs: number of single-author or joint-author books or monographs written by faculty and published by an academic or commercial press
  - Refereed Publications: refereed journal articles, book chapters, reviews, and creative works published
  - Edited Books/monographs: number of books, collections, and monographs edited by faculty.
  - Creative Works: juried shows, commissioned performances, creative readings, and competitive exhibitions
  - Professional Service Activities include faculty activities related to recognized or visible service to profession

A10. External Funding (Sponsored research awards): One measure looking at quality inputs is to look at the external funding for a department. This measure is limited in that it is a departmental measure and not reflective of individual programs.

C1. Student Credit Hours per Faculty FTE: One measure to look at the efficiency and other costs is to look at the number of student credit hours per faculty FTE. This measure also displays the Delaware Study discipline average for each faculty category for benchmark comparisons. This measure is limited in that it is a departmental measure and not reflective of individual programs.

C2A. Instructional Cost per Student FTE: One measure to look at the efficiency and other cost of the program is to look at the instructional cost per student FTE. This is a departmental measure. Direct instructional cost is fiscal year total salaries, benefits and OTP (Other Than Personnel, or operational budget). Student FTE is calculated using the Delaware Study method as follows: One student FTE is equivalent to 15 undergraduate student credit hours or 9 graduate student credit hours. The measure also displays the Delaware Study discipline average for benchmark comparisons.

C2B. Research and Service Cost per Faculty FTE: One measure to look at the efficiency and other cost of the program is to look at the research and service per faculty FTE. This is a departmental measure. It is the total of Fiscal Year Research and Public Service expenditures per faculty FTE. This measure also displays the Delaware Study discipline average for each faculty category for benchmark comparisons.

C4. State Expenditures: One measure to look at the efficiency is to look at the total fiscal year General Fund expenditures, excluding Summer Term Instruction (102) and Non-Credit Receipts Supported Instruction (103). This measure is limited in that it is a departmental measure and not reflective of individual programs.

C4. Non-State Expenditures: One measure to look at the efficiency is to look at the total fiscal year non-state expenditures, excluding Summer Term Instruction (102) and Non-Credit Receipts Supported Instruction (103). This measure is limited in that it is a departmental measure and not reflective of individual programs.
These are the Non-State Fund Types include the following:

- Budgeted Auxiliary Funds
- Budgeted Institutional Trusts
- Loan Funds
- Overhead Receipts
- Restricted Departmental Use
- Restricted Other
- Restricted Professorships
- Restricted Research (non C&G)
- Restricted Scholarship & Fellowships
- Unbudgeted Auxiliary Funds
- Unbudgeted Institutional Trusts
- Unbudgeted University Agencies

The following fund types are excluded from non-state totals:

- Budgeted Contracts and Grants
- General Fund
- Investment in Plant

State Revenues: One measure to look at the efficiency is to look at the total fiscal year General Fund revenues, excluding Summer Term Instruction (102) and Non-Credit Receipts Supported Instruction (103). This is measure is limited to a departmental level.

Non-State Revenues: One measure to look at the efficiency is to look at the total fiscal year non-state revenues, excluding Summer Term Instruction (102) and Non-Credit Receipts Supported Instruction (103). See the above list for all funds included in this total. This is measure is limited to a departmental level.

C4A. **State Expenditures per Student FTE**: One measure to look at the efficiency is to look at the total fiscal year General Fund expenditures, excluding Summer Term Instruction (102) and Non-Credit Receipts Supported Instruction (103), per student FTE. This is measure is limited to a departmental level.

C4B. **State Expenditures per Faculty FTE**: One measure to look at the efficiency is to look at the total fiscal year General Fund expenditures, excluding Summer Term Instruction (102) and Non-Credit Receipts Supported Instruction (103), per faculty FTE. This is measure is limited to a departmental level.

C4C. **Non-State Expenditures per Faculty FTE**: One measure to look at the efficiency is to look at the total fiscal year non-state expenditures, excluding Summer Term Instruction (102) and Non-Credit Receipts Supported Instruction (103), per faculty FTE. This is measure is limited to a departmental level.

Delaware Cost Data

The following text is the definition of cost to be used for preparing and submitting expenditure data to the Delaware Cost Study:

This study asks for total direct expenditure data in certain functional areas - instruction, research, and public service. Direct expenditure data reflect costs incurred for personnel compensation, supplies, and services used in the conduct of each of these functional areas. They include acquisition costs of capital assets such as equipment and library books to the extent that funds are budgeted for and used by operating departments for instruction, research, and public service. For
purposes of this report, exclude centrally allocated computing costs and centrally supported computer labs, and graduate student tuition remission and fee waivers.

Instruction
The instruction function, for purposes of this study, includes general academic instruction, occupational and vocational instruction, community education, preparatory and adult basic education, and remedial and tutorial instruction conducted by the teaching faculty for the institution's students. Departmental research and service which are not separately budgeted should be included under instruction. In other words, department research which is externally funded should be excluded from instructional expenditures, as should any departmental funds which were expended for the purpose of matching external research funds as part of a contractual or grant obligation. (EXCLUDE expenditures for academic administration where the primary function is administration. For example, exclude deans, but include department chairs.)

Research
This category includes all funds expended for activities specifically organized to produce research outcomes and commissioned by an agency either external to the institution or separately budgeted by an organizational unit within the institution. Report total research expenditures only. It is not necessary to disaggregate costs for this category.

Public Service
Report all funds separately budgeted specifically for public service and expended for activities established primarily to provide non-instructional services beneficial to groups external to the institution. Examples include cooperative extension and community outreach projects. Report total service expenditures only. It is not necessary to disaggregate costs for this category.

UNCG submits departmental instructional, research, and public service total expenditures based in the following budget program categories, respectively: 101 (Instruction), 110 (Organized Research), and 142 (Community Services). The instructional expenditures exclude transfers and indirect (overhead) costs.