

Report on 2016-17 “Data to be Monitored”

Introduction

This is the first year that the Education Stewardship Committee is reviewing data points for each unit. The data are provided in individual reports from the Office of Institutional Research. These reports include tables reviewing data points for multiple years and charts displaying the change that certain data points have undergone over three-years’ and one-years’ time. However, this is only the second year of the IBB process. Therefore, the three-years comparison looks at data from before IBB was implemented. Only the one-year comparison compares IBB years to IBB years – but it covers only the first year of IBB, when the process is still new and things haven’t settled yet. Because there is no extended history to compare these data to, we cannot yet know if the fluctuations we see in the one-year comparisons this year are normal year-to-year fluctuations or the result of a more targeted reaction to IBB. The committee will likely need to watch the data for a few years before these trends are more apparent.

The data in the reports from OIR are meant to provide descriptive data for each unit. Because units each have their own unique circumstances, it is fair to compare them only to themselves. Unit-to-unit comparisons can be misleading without the proper context and are therefore discouraged.

OIR suggests that the committee review the data for each unit and note any data points that might be unusual. For these data points, the committee can look at other, accompanying data points provided in the reports for further explanation. If any questions remain, or if there are no accompanying data points to explore, the committee should reach out to the unit for an explanation.

Notes/Observations for each college

The notes/observations below are descriptions of the results found when analyzing the data reports provided by OIR. They are not meant to imply or insinuate that the observed effects are negative or worrisome. They are included here as a record of what the subcommittee found during its analysis.

University-wide

The following are observed results for the university as a whole:

- Slight shift to mid-size course sections for Standard courses over 1-year and 3-year comparisons
- No 3-year shift in the number of for-credit labs offered on campus, but a big 1-year shift (~7%)
- The number of 0-credit labs have increased by 10% over three years.

College of Agriculture and Life Sciences

The following are observed results for CALS:

- Slight change to larger class sizes for Standard courses
- Increase in Average In-Room Class Size per Listed Instructor over five years
(Note: five year changes include three years of non-IBB instruction. They are included as observations on the changes at UVM over that time and not as a reflection on IBB or IBB-related decisions.)

College of Arts and Sciences

The following are observed results for CAS:

- The number of students served by CAS has decreased by roughly 10% over the past 5 years
- “Standard” course sections have shrunk in size (ie, an increase in “small” sections) as the college has served fewer students
 - Losing mostly class sections in the 51-100 student size and gaining in the 11-20 students size
- The number of 0-credit lab sections have increased from 303 to 355 (17%) between 2014-15 and 2016-17.

College of Engineering and Mathematical Sciences

The following are observed results for CEMS:

- Small shift to mid-size classes for Standard sections
- Big 1-year increase in number of Standard sections offered at all small-to-midsize class sizes
- CEMS serves 25% more students this year than five years ago, with a steady increase each year

College of Education and Social Services

The following are observed results for CESS:

- Shift to mid-size course section sizes over both 3-year and 1-year comparisons
- High percent of graduate courses offered compared to other units (~20% of all course sections taught are at the graduate course level)
- Big one year drop (211 to 168) in course sections offered at the 11-20 student size
- Slight increase in students served (~5%) over five years

College of Nursing and Health Sciences

The following are observed results for CNHS:

- Shift to smaller Standard course sections over 1-year and 3-year comparisons (2% and 5%) even as college serves more students
- High percent of graduate courses offered compared to other units (~25% of all course sections taught are at the graduate course level), but shrinking slightly
- The number of 0-credit labs offered is steady over three years

Grossman School of Business

The following are observed results for GSB:

- Big shift over three years to mid-size course sections (8%) compared to no change over one year
 - The three year comparison compares the current year breakdown to the breakdown in a non-IBB year. No conclusions about IBB’s impact on this decision can be made.
- No for-credit lab sections are offered by GSB. Only eight 0-credit labs are offered.
- GSB serves 30% more students compared to five years ago.

Rubenstein School of Environment and Natural Resources

The following are observed results for RSENr:

- Big shift to larger class sizes over both 3-year and 1-year comparisons.
- The number of 0-credit lab sections offered remains steady.