IR Research Solutions During COVID-19

WILL START AT 11:00AM
Student Surveys

**Education in the Time of COVID-19**

- **Topical Areas**
  - Student Engagement, Assessment and Emotional Stress
  - Technology Use and Access
  - Overall Satisfaction

- **Participants**
  - 241 students
  - 99 faculty

- **Results**
  - Most (62%) faculty members may consider remote teaching in the future while most (60%) students do not foresee themselves taking future classes remotely if offered as an option.
  - Most (72%) students continued to receive timely and helpful feedback on their learning experiences in a remote learning environment.
  - Most (70%) students reported that remote learning does not impact their normal sleep and leisure pattern.

**Transitioning to a Remote Campus in Response to the COVID-19 Pandemic Survey**

- **Purpose**
  - Ground initiatives to ease transition in data
  - Let students know we are concerned

- **Survey Development**
  - Collaborative effort
  - Adapted from the Higher Education Data Sharing (HEDS) Institutional Response Survey

- **Outreach**
  - E-mail, faculty, call center
  - 10% response rate (667/6,668)

- **Results**
  - Likert scale questions
  - Quotes selected to illustrate stories behind the numbers
  - Rapid roll-out of initiatives to address students’ concerns
  - Presented to BOT
**Course Outcomes/Grade Analysis**

**COVID related obstacles more severely impact low-income, black, & Latinx students**

- Faculty encouraged to use a more liberal grading policy
  - Concern about longer term impact on students’ grades
  - Pre-COVID, 85% of Inc. & 35% of I/R converted to grades (SP18)
- Withdrawal date postponed beyond April 10th
  - Pre-April 18th, SP19 & SP20 withdrawal comparison (similar, 2%)
  - Post-April 18th, 100% more withdrawals SP20 than SP19 (50 vs. 100)
  - 112/705 SP20 withdrawals due to COVID-19
- August 2020 grade analysis, SP19 vs. SP20
  - Separated online and on-ground courses; more negative impact for students in on-ground courses
  - On-ground: 130% increase in X grades, 200% increase in incompletes
  - Online: 40% increase in X grades, 75% increase in incompletes

**COVID related obstacles may impact students unfairly**

- Pass/Fail option expanded
  - Allowance for pass/fail in all classes (not just one)
  - Ability to select option until last week of semester
  - 50% of enrolled seats elected pass/fail (highest in engineering at 70%)
- Withdrawal date postponed to near end of semester
  - Overall withdrawal rate only slightly higher in SP20 vs SP 19 (1.5% vs 1.4%)
- Dashboards to monitor
  - Effect of communication by schools and colleges clearly visible
Curriculum Planning/Focus Groups

**Fall Curriculum Planning**

- Subcommittee of the Teaching and Learning planning group, tasked with determining curriculum for students coming back to campus
- Using course lists provided by schools and colleges
- Running various scenarios to determine approximate campus density

### Fall 2019 vs Fall 2020

<table>
<thead>
<tr>
<th>Fall 2019</th>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>unique students:</td>
<td>3,218</td>
</tr>
<tr>
<td>enrolled students:</td>
<td>171</td>
</tr>
<tr>
<td>Course Count:</td>
<td>441</td>
</tr>
</tbody>
</table>

**Faculty, Staff & Student Focus Groups**

- **Purpose:** Inform strategic plan addendum to address remote operations
- 14 focus groups conducted by SP Implementation Team
- Responses analyzed by SP Imp. Team
  - Mapped to strategies
  - Categorized: Done well, needs improvement, opportunity
- Results shared with vice presidents and champions
- Champions using results to revise action items
Accuplacer Replacement

• Gradual movement toward multiple measures, nationally, led by Community College Research Center, Teacher’s College, Columbia University

• Sudden temporary suspension of assessment testing due to COVID-19
  • Replaced by high school GPA, advisor assessment, math skills check self-assessment for algebra based courses, and other measures

• Developmental course placement comparison
  • Math: 48% FA18 vs. 38% FA20
  • English: 46% FA18 vs. 23% FA20

• Grade analysis forthcoming
### Net Tuition Revenue

**Daily Status Dashboard**

*Live/Operational - may not match official metrics. Internal Use Only. Not for Publication*

<table>
<thead>
<tr>
<th></th>
<th>AY2021 Fall</th>
<th>AY2021 Fall</th>
<th>AY2021 Fall</th>
<th>Total Payments Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Billed Tuition</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YoY Δ</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean Net Undergrad Tuition YoY Δ</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Net Tuition YoY Δ</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean Net Graduate Tuition YoY Δ</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Institutional Aid YoY Δ</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Housing/Dining Revenue YoY Δ</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

#### Net Tuition Revenue - To Budget

2020 Net Tuition as a % of Total

<table>
<thead>
<tr>
<th>Net Tuition Factors</th>
<th>Aid Year 2021</th>
<th>Aid Year / Term Type 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Tuition &amp; Fees</td>
<td></td>
<td>Fall</td>
</tr>
<tr>
<td>Graduate Tuition &amp; Fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Tuition &amp; Fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate Student Aid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grad Contract/Scholarship/Aid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Benchmarking with IPEDS: Faculty & Staff

### Full-Time Faculty and Staff Counts and Salaries:

**UD vs. IPEDS Data Feedback Report (DFR) Comparators**

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>FT Faculty Total</th>
<th>FT Staff Total</th>
<th>% of Faculty</th>
<th>Staff to Faculty Ratio</th>
<th>Total Faculty Salaries</th>
<th>Total Staff Salaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boston University</td>
<td>1,173</td>
<td>5,164</td>
<td>26.61%</td>
<td>2.76</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carnegie Mellon University</td>
<td>1,246</td>
<td>3,010</td>
<td>24.14%</td>
<td>2.34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case Western Reserve University</td>
<td>757</td>
<td>1,161</td>
<td>27.72%</td>
<td>2.59</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cornell University</td>
<td>1,021</td>
<td>3,413</td>
<td>27.73%</td>
<td>3.36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Georgetown University</td>
<td>1,037</td>
<td>3,404</td>
<td>25.39%</td>
<td>2.94</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Georgia Institute of Technology-Main Campus</td>
<td>1,090</td>
<td>3,041</td>
<td>33.22%</td>
<td>2.76</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indiana University-Bloomington</td>
<td>2,090</td>
<td>5,039</td>
<td>36.46%</td>
<td>2.42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iowa State University</td>
<td>1,261</td>
<td>4,576</td>
<td>25.44%</td>
<td>3.66</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michigan State University</td>
<td>2,506</td>
<td>7,626</td>
<td>33.94%</td>
<td>3.18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>North Carolina State University at Raleigh</td>
<td>1,793</td>
<td>7,213</td>
<td>18.55%</td>
<td>4.01</td>
<td></td>
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</tr>
<tr>
<td>Northwestern University</td>
<td>1,331</td>
<td>2,666</td>
<td>33.10%</td>
<td>2.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northwestern University</td>
<td>1,497</td>
<td>5,192</td>
<td>28.18%</td>
<td>3.47</td>
<td></td>
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<tr>
<td>Ohio State University-Main Campus</td>
<td>2,074</td>
<td>10,168</td>
<td>17.99%</td>
<td>4.86</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pennsylvania State University-Main Campus</td>
<td>2,994</td>
<td>11,160</td>
<td>27.26%</td>
<td>3.73</td>
<td></td>
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</tr>
<tr>
<td>Purdue University-Main Campus</td>
<td>2,026</td>
<td>8,014</td>
<td>20.20%</td>
<td>4.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rutgers University-New Brunswick</td>
<td>2,259</td>
<td>10,120</td>
<td>27.82%</td>
<td>4.45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stony Brook University</td>
<td>909</td>
<td>2,141</td>
<td>43.06%</td>
<td>2.35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texas A&amp;M University-College Station</td>
<td>2,914</td>
<td>2,882</td>
<td>33.99%</td>
<td>2.75</td>
<td></td>
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<tr>
<td>University of Arizona</td>
<td>1,302</td>
<td>4,048</td>
<td>32.72%</td>
<td>3.60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of California</td>
<td>1,929</td>
<td>5,261</td>
<td>37.24%</td>
<td>2.73</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Delaware 2018</td>
<td>1,243</td>
<td>3,475</td>
<td>29.30%</td>
<td>2.80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Delaware 2019</td>
<td>1,265</td>
<td>3,585</td>
<td>28.08%</td>
<td>2.83</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Illinois at Urbana-Champaign</td>
<td>2,288</td>
<td>9,262</td>
<td>23.69%</td>
<td>4.06</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Miami-Coral Gables</td>
<td>1,943</td>
<td>7,134</td>
<td>26.25%</td>
<td>3.70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Massachusetts-Amherst</td>
<td>1,427</td>
<td>2,028</td>
<td>24.56%</td>
<td>1.43</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Michigan-Ann Arbor</td>
<td>3,084</td>
<td>11,134</td>
<td>23.45%</td>
<td>2.92</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Minnesota-Twin Cities</td>
<td>2,402</td>
<td>10,152</td>
<td>23.38%</td>
<td>4.21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of North Carolina at Chapel Hill</td>
<td>1,648</td>
<td>9,065</td>
<td>18.30%</td>
<td>5.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Pittsburgh-Pittsburgh Campus</td>
<td>1,929</td>
<td>5,212</td>
<td>25.30%</td>
<td>2.70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Utah</td>
<td>1,472</td>
<td>2,457</td>
<td>38.29%</td>
<td>1.64</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Wisconsin-Madison</td>
<td>1,495</td>
<td>5,203</td>
<td>28.06%</td>
<td>3.53</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Virginia Polytechnic Institute and State University</td>
<td>1,328</td>
<td>3,033</td>
<td>24.94%</td>
<td>2.30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Metrics for Y-axis:**

- FT Faculty Total
- FT Staff Total
- Percentage of Faculty
- Staff to Faculty Ratios
- Total Faculty Salaries
- Total Staff Salaries
Benchmarking with IPEDS: SOC Category
Benchmarking with IPEDS: Finance

Core Revenues and Expenses: UD vs. IPEDS Comparators (FY 2018)

Data source: IPEDS Finance Survey unless otherwise specified. All numbers reflect fiscal year 2020.
Reverse Analysis with NSC Data

Goal: Identify which majors take longer to complete (aka, bottle neck majors)

- Currently know course taking behavior, time-to-degree and student demographics
- What we want to know is complete journey from matriculation to graduation
  - For example, did students take non-UD classes and this was never captured
- Submit Prior Attendance (PA) request to NSC
- Summary results will detail real time to degree by term (enrollment days)
COVID Testing

• All students and staff asked to complete the **daily health screener** two weeks before first day of Fall 2020 (August 10, 2020)
  • June – October 22, 2020: 200,418 submissions
  • August 10, 2020 to October 22, 2020:
    • 86 possible submission days including weekends
    • 5 employees and two students completed 83 times!

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*Gannon University Is One Of The Only Colleges In The U.S. To Conduct and Analyze Rapid Coronavirus Testing*

Sunday, August 2nd 2020, 8:14 PM EDT
Updated: Monday, August 3rd 2020, 12:00 AM EDT
By Dan Bortels

Gannon University is one of the only schools in the country conducting on campus, rapid Coronavirus tests for students and staff. The test samples are analyzed in a lab at Gannon University.

The students and staff that are being tested include student athletes and those traveling from hot spots. Thanks to the technology, worth over $100,000, at Gannon University, those tested will receive their results within 24 hours.

"I think we're one of the few in the nation that have the capabilities to test like this and certainly one of the very few of our size," said Associate Professor of Biology, Dr. Steven Mauro.
Persistence/Retention Rates

• Enrollment stayed largely stable
• 1-year retention dropped (91% to 89%):
  • Larger drop somewhat expected due to larger incoming class in Fall 2019
  • Difference is 108 students
  • Largest drops among White and international students
  • No difference between Fall 2018 and Fall 2019 cohorts in the timing of when students did not enroll for following fall or when they dropped their courses (even given change of direction over the summer)
  • National Student Clearinghouse will tell us where they went
Resources

* Leading and Managing During COVID-19
* Assessment of Student Learning During a Global Pandemic
* The “Home Work” of IR During COVID-19
* COVID-19, Reopening, and the Role of IR
* The Impact of COVID-19 on Institutional Research

https://www.airweb.org/resources/research-initiatives/air-community-surveys
Questions?

Dana Bagwell, Marisa McNees, Zachary Hopkins
Ingrid Skadberg
Heather Kelly
Krisztina Filep
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