

**University Committee on Planning, Assessment, and Finance (UCPAF)**  
**Meeting date: September 8, 2015**

In attendance:

Busta, Joseph  
Chronister, Lynne  
Coleman, Angela  
Davis, Debra  
Devore, Don  
Fisher, Sam  
Ford, Dewitt  
Guest, Charles  
Hammack, Stan  
Hudson, Connie  
Johnson, David  
Mitchell, Michael  
Rajendra, Ravi  
Shell, Jeb  
Shumock, Jimmy  
Smith, John  
Townesley, Mary  
Waldrop, Tony  
West, Kevin  
Williams, Cheryl

Absent:

Corcoran, Thomas  
Furr, Steven  
Gillis, Bill  
Gregory, Gina  
Peters, Kelly  
Stokes, Steve  
Wood, Bob

The UCPAF meeting began with each of the Vice-Presidents delivering a short presentation about each of the priority areas to help familiarize the committee members with the purpose and rationale used to establish the priority.

The Assoc. Vice President for Institutional Effectiveness then delivered a short presentation of key assessment data used to help drive the development of specific objectives and performance expectations.

Committee members then had opportunity to engage in discussion and question/answer with the President and the Vice-Presidents about the priorities, assessment data and/or proposed objectives and indicators.

After large group discussion, committee members broke into small groups (by priority area) to provide feedback about the plan proposed by the President's Council (see protocol attached). In small groups of 3-4, along with a notetaker and facilitator, participants were asked to respond to the following prompts about the priority, objectives, and indicators.

After the small group discussions, the large group reconvened where each group reported out about its discussion with time for feedback and questions/answers. The information collected from the group(s) was then used to prepare a committee draft.

The revised draft was disseminated to the UCPAF. Voting on the draft happened electronically with a unanimous vote of 20 members of the committee responding to approve the draft for distribution.

Once approved, the UCPAF approved draft was released to the University community for feedback.

## Small Group Protocol:

Facilitator: We have 45 minutes to discuss our priority and gather your feedback a) to ensure clarity of communication about the University's priorities and objectives and b) to identify strengths and weaknesses of the priority that should be considered in developing the plan.

1) Let's take a moment to consider the statement of the priority. Does it clearly communicate the big picture goal? Is it specific enough to guide decision making in a manner such that University activities can be tightly aligned with its priorities? Do you have any suggestions for improving the clarity or specificity of the statement?

2) One by one, let's consider each objective under the priority area. For each one consider the following: Does it clearly indicate what USA intends to achieve? Do the associated indicators clearly demonstrate how success will be measured? Do you have any suggestions that might improve the clarity of the objective? Do you have any suggestions for additional indicators the University should consider in measuring its success?

3) Eventually, one person will attempt to capture and incorporate today's feedback from the UCPAF, what comments or suggestions would you offer (if any) to help make the plan better?

## Small Group Breakouts:

Facilitators and note takers may come for the whole meeting; however, they should arrive no later than 9 am and plan to remain until 11. See below for group assignments.

## Small Group Assignments:

Group 1 (Student Success and Access)  
David Johnson  
Julie Estis (facilitator)  
Angie O'Neal (Note taker)

Group 3 (Global engagement)  
John Smith  
Cecelia Martin (facilitator)  
Roxanne Bates (notetaker)

Group 2 (Research and Graduate Education)  
Lynne Chronister  
Krista Harrell (facilitator)  
Angie Summersgill (note taker)

Group 4 (Healthcare)  
Stan Hammack  
Beth Anderson (facilitator)  
Jennifer Styron (note taker)

Group 5 (University-Community Engagement)  
Joseph Busta  
Pamela Henderson (facilitator)  
Angela Coleman (note taker)

# UCPAF Meeting

September 8, 2015

Presentation of Assessment Data

# Student Success and Access

**USA: Seven-Year Fall Enrollment Trends**

<u>Entering Cohort Year</u>	<u>Total Headcount</u> <sup>1</sup>	<u>Race/Ethnicity</u>			<u>Gender</u>		<u>Enrollment Status</u>	
		<u>White</u>	<u>Black</u>	<u>All others</u>	<u>Male</u>	<u>Female</u>	<u>PT</u>	<u>FT</u>
2008	14,064	9,355	2,460	2,249	5,407	8,657	3,666	10,398
2009	14,522	9,704	2,543	2,275	5,729	8,793	3,588	10,934
2010	14,776	9,753	2,650	2,373	5,854	8,922	3,576	11,200
2011	14,769	9,692	2,701	2,376	5,901	8,868	3,397	11,372
2012	14,636	9,749	2,790	2,097	5,781	8,855	3,176	11,460
2013	15,065	9,947	3,019	2,099	5,806	9,259	3,037	12,028
2014	15,805	10,102	3,285	2,418	6,105	9,700	2,883	12,922
<b>% change over six years</b>	<b>12%</b>	<b>8%</b>	<b>34%</b>	<b>8%</b>	<b>13%</b>	<b>12%</b>	<b>-21%</b>	<b>24%</b>

Full-time student - 12 or more credit hours for undergraduate students and 6 or more credit hours for graduate students

<sup>1</sup>Does not include medical residents.

Source: Table 3.1 (Headcount) USA Fact Book

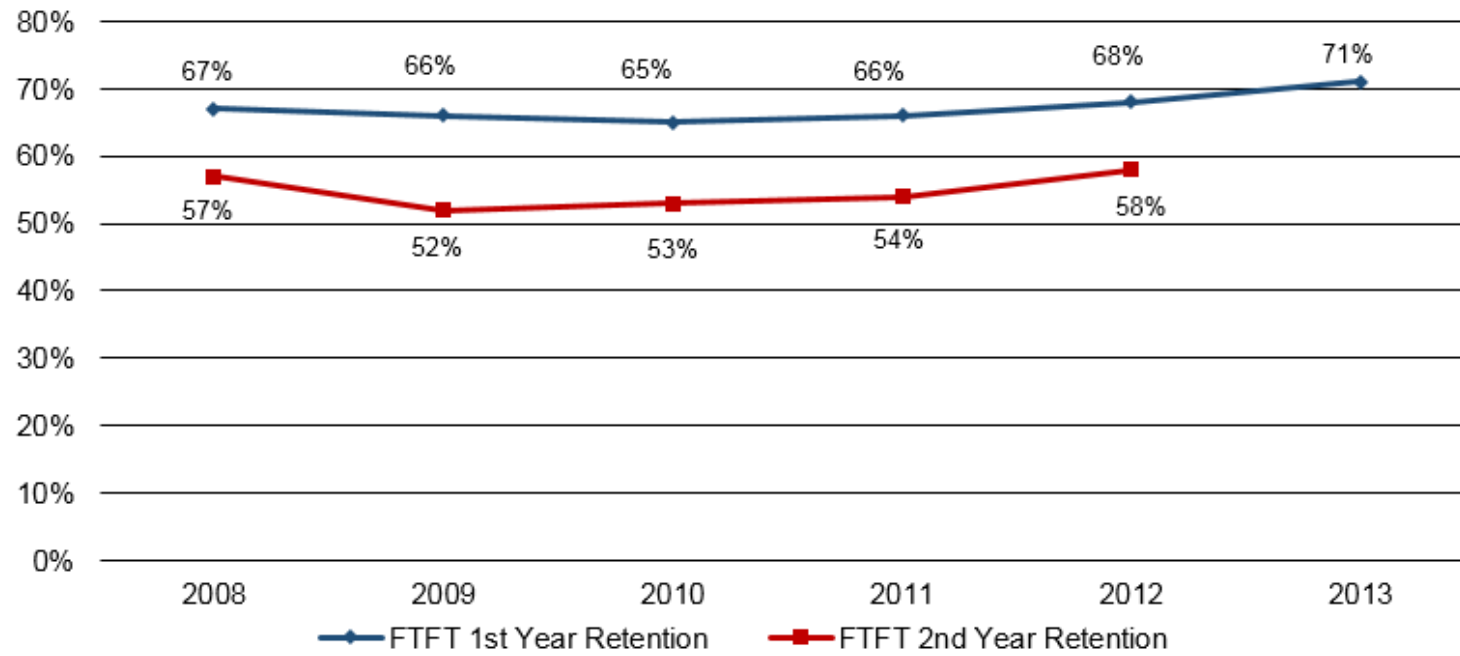


**Percent of USA First-time Freshmen by Racial Category Meeting the ACT Benchmarks,  
2010-2014.**

<b>Racial Category</b>	<b>2010</b>			<b>2011</b>			<b>2012</b>			<b>2013</b>			<b>2014</b>		
	<u>B</u>	<u>W</u>	<u>O</u>	<u>B</u>	<u>W</u>	<u>O</u>	<u>B</u>	<u>W</u>	<u>O</u>	<u>B</u>	<u>W</u>	<u>O</u>	<u>B</u>	<u>W</u>	<u>O</u>
English	67	93	84	70	93	86	74	96	89	77	95	92	75	94	94
Reading	42	78	65	42	80	64	47	85	71	40	74	65	41	75	68
Mathematics	16	53	56	20	59	53	24	62	56	26	62	64	20	60	56
Science	10	41	43	9	48	32	15	50	42	26	62	61	50	66	56

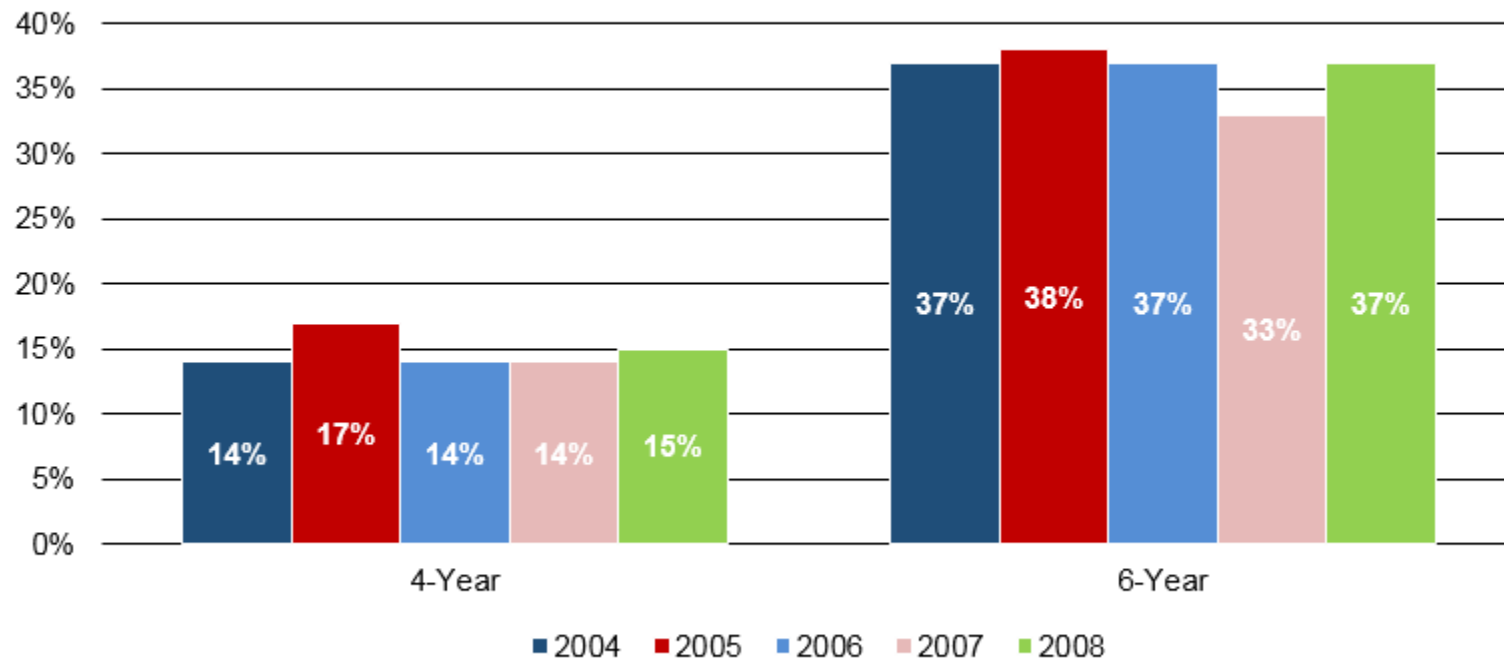
Information on ACT Benchmarks is listed Appendix A.  
Racial categories are listed in Appendix A.  
Source: OIE analysis of Census data files.

**First-Time, Full-Time Freshmen**  
**1st Year Retention (Percent of cohort returning for their 2nd year)**  
**2nd year Retention (Percent of cohort returning for their 3rd year)**



Source: OIE analysis of IR Persistence Reports (2008-2014)

**First-Time, Full-Time Freshmen  
4- and 6-Year Graduation Rates by Cohort (2004–2008)**



Source: USA Fact Book Table 4.9



**Percent of Students Reporting 'Quite a Bit' or 'Very Much' Regarding Institutional Contribution to Their Knowledge, Skills, and Personal Development, 2013 and 2014 - USA Seniors Compared to Peers at Southeast Public Institutions and Year-to-Year Comparisons.**

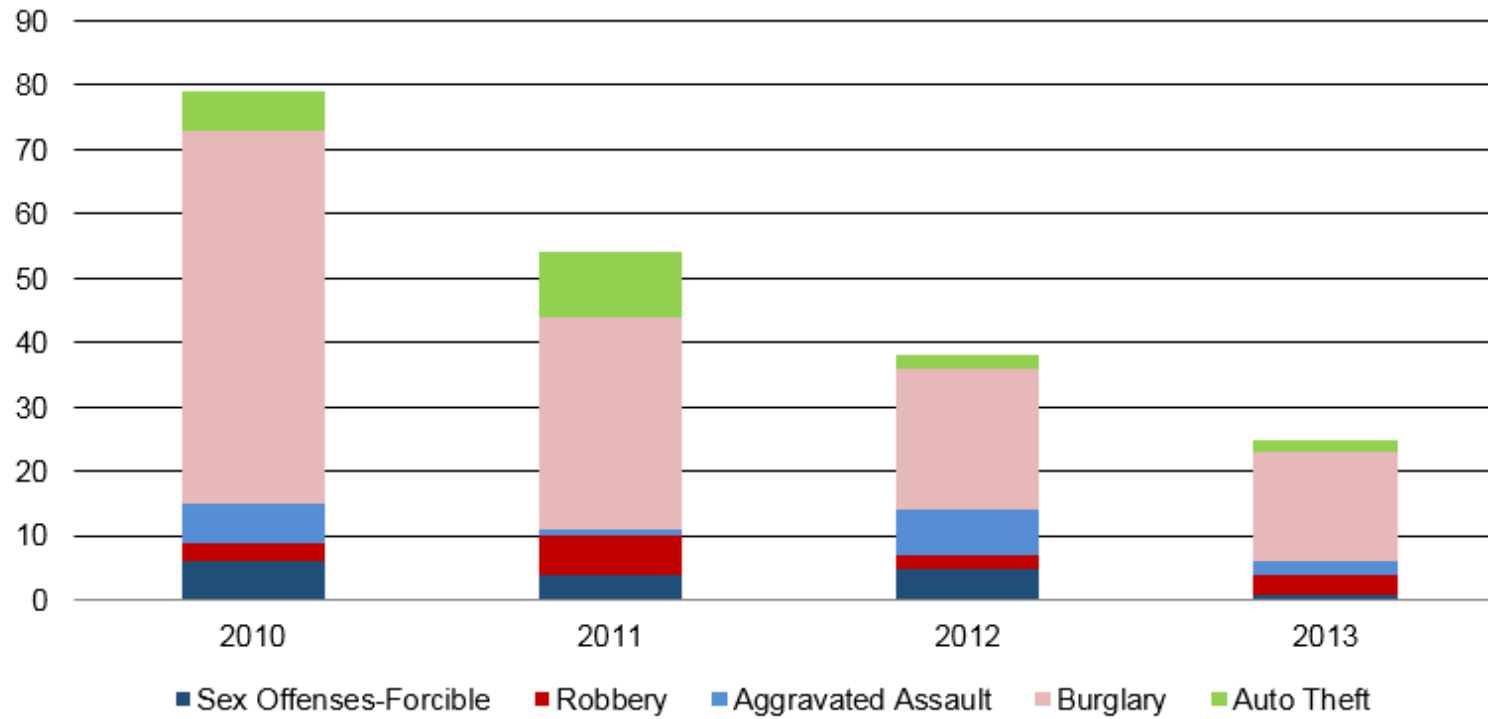
Area	Seniors					
	Comparisons to NSSE Peer Institutions <sup>1</sup>				Year-to-Year Comparisons	
	<u>2013</u> USA %	<u>2013</u> Peers %	<u>2014</u> USA %	<u>2014</u> Peers %	<u>2013</u> USA %	<u>2014</u> USA %
Writing clearly and effectively	73	72	67	70	73	67
Speaking clearly and effectively	66	70*	60	68**	66	60**
Thinking critically and analytically	81	86*	82	84	81	82
Analyzing numerical and statistical information	66	65	61	65	66	61*
Acquiring job- or work-related knowledge and skills	68	69	63	67*	68	63***
Working effectively with others	70	73	65	72*	70	65*
Developing or clarifying a personal code of values and ethics	56	62***	54	60*	56	54
Solving complex real-world problems	59	64*	53	63***	59	53**

\*p<.05; \*\*p<.01; \*\*\*p<.001

<sup>1</sup>NSSE Peer Institutions are listed in Appendix A.

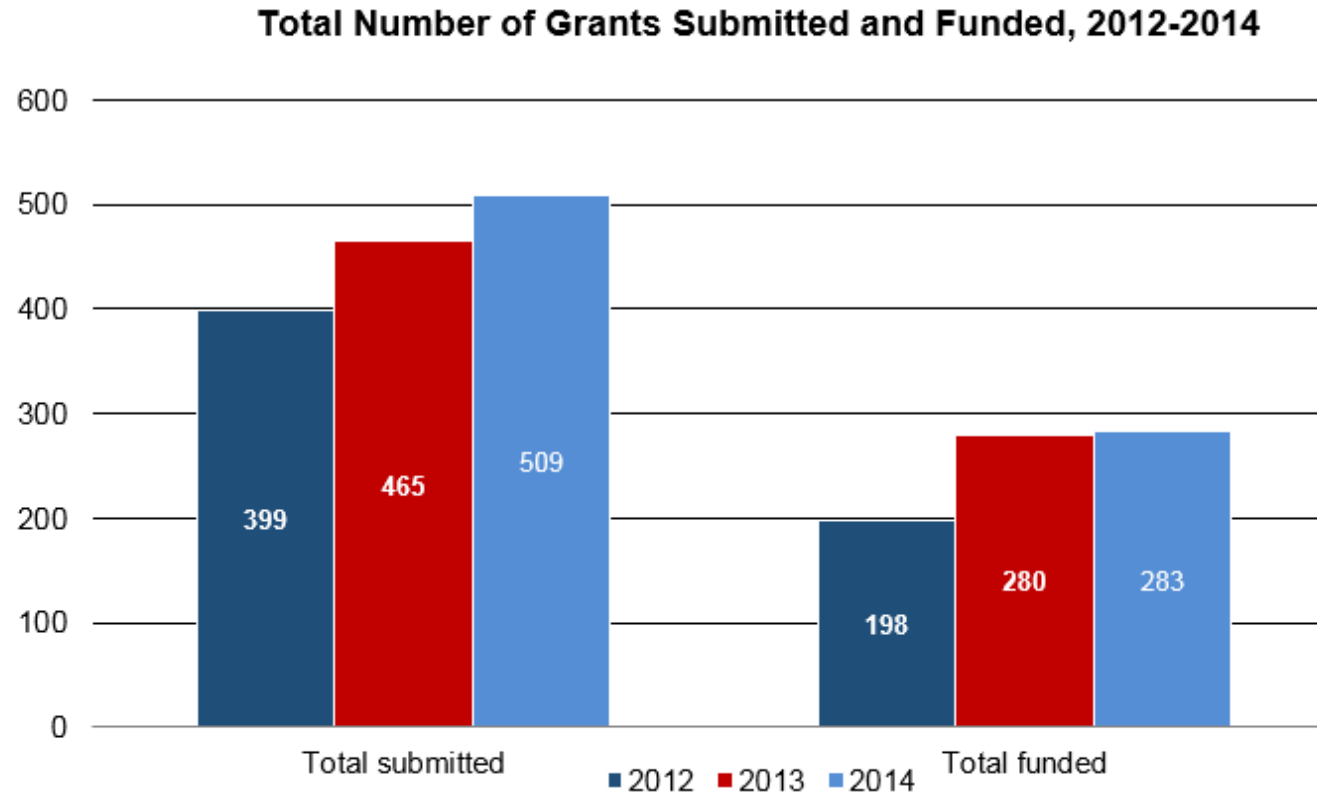
Source: National Survey of Student Engagement (NSSE)

### Clery Crime Statistics: Offenses Reported 2010-2013



Source: USA Police Clery Report

# Excellence in Research and Graduate Education

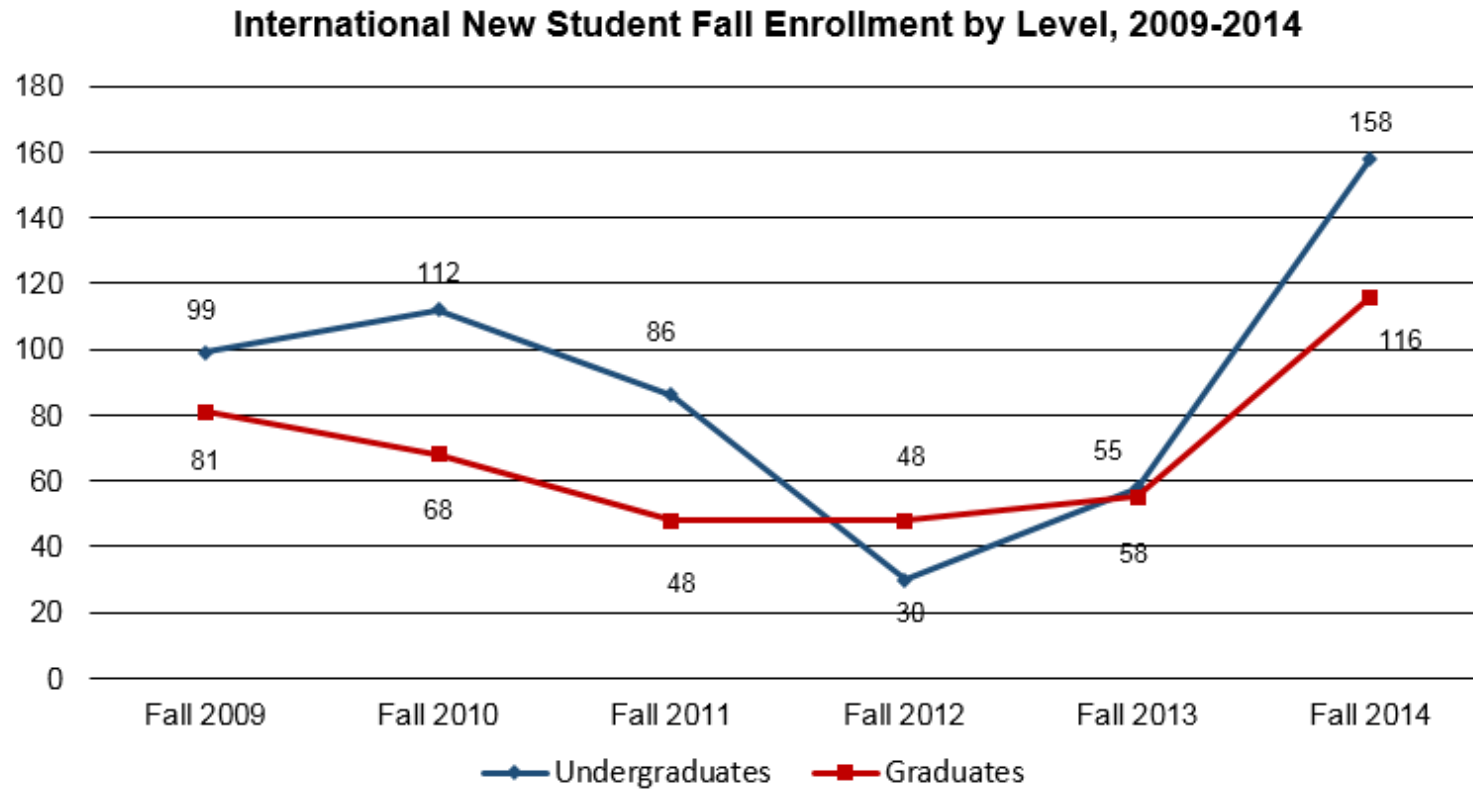


Source: Research and Economic Development Fiscal Year 2012, 2013 and 2014 Reports

<b>USA Entrepreneurial Activity</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>FY 2014</b>
Gross Licensing Revenue (in thousands)	2,400	1,852	2,041	2,570
Number of Active Licenses	7	11	11	11
Number of Invention Disclosures	15	16	13	15
Number of Patents				
Filed	9	10	12	12
Issued	0	0	3	3
Number of New Start-Up Companies Formed	2	0	0	2

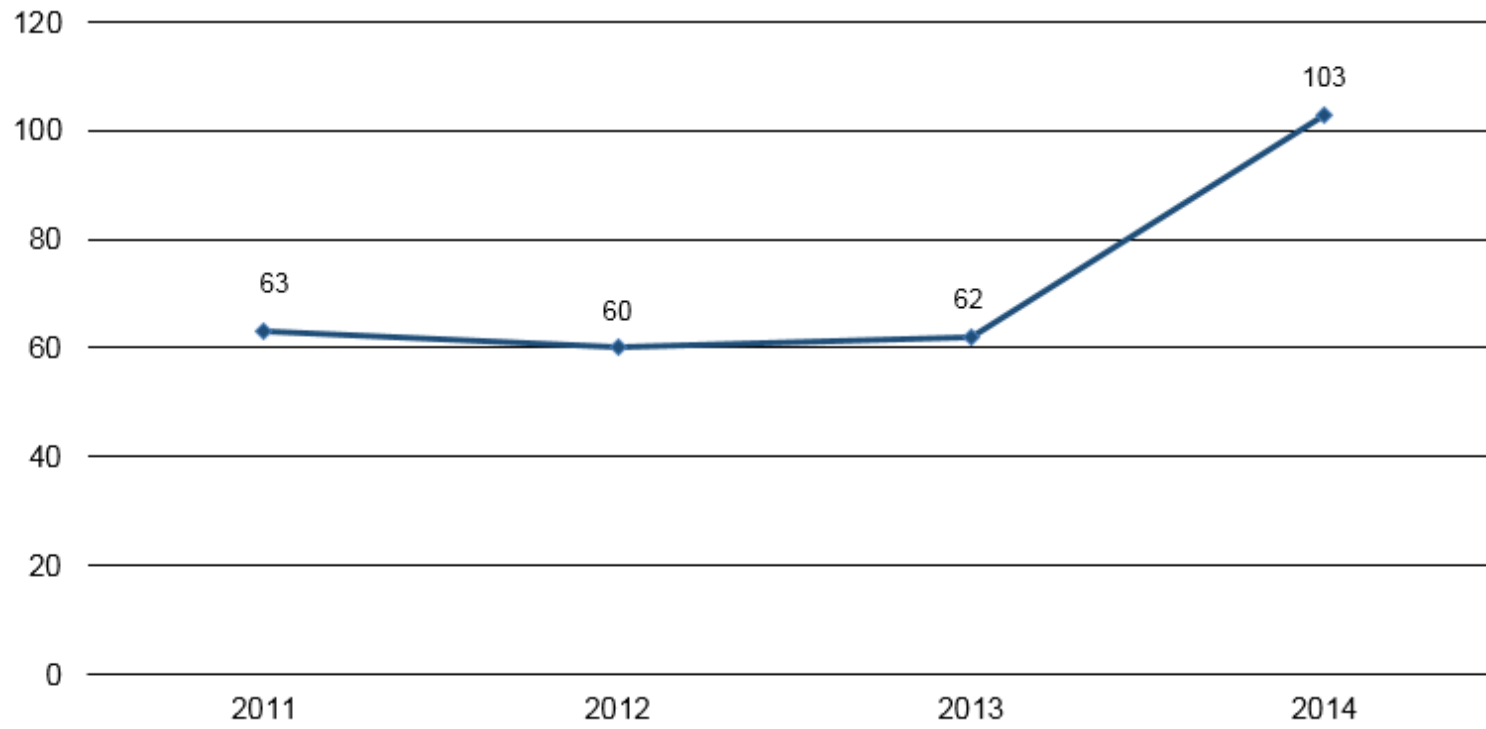
Source: Research and Economic Development Fiscal Year 2011, 2012, 2013 and 2014 Reports

# Global Engagement



Includes only non-resident aliens  
Source: OIE analysis of Census file

**Number of Students Studying Abroad, 2011-14**



Source: Office of International Education

# Excellence in Health Care

**Percent of Patients Receiving Appropriate Care Measures, 2013:  
USAMC and Top 10% USA Hospitals**

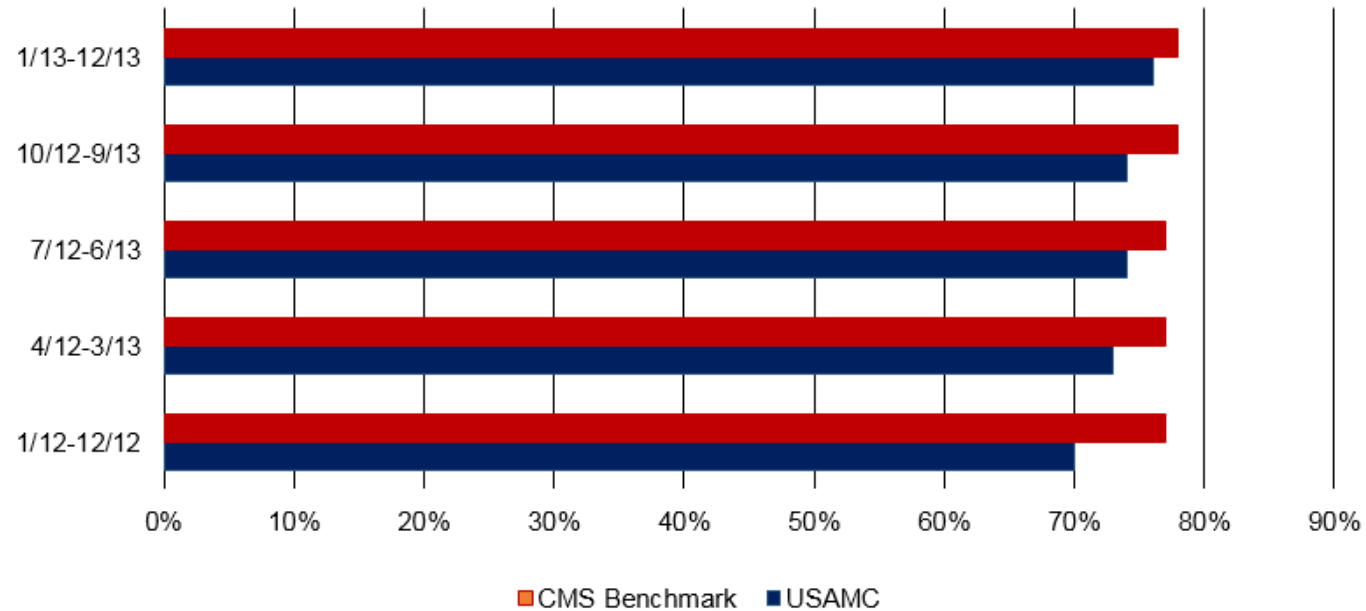
	<b>Bench-mark<sup>1</sup></b>	<b>1st QTR 2013</b>	<b>2nd QTR 2013</b>	<b>3rd QTR 2013</b>	<b>4th QTR 2013</b>
<b>Acute Myocardial Infraction (%)</b>	99.9	100	100	100	100
<b>Heart Failure (%)</b>	99.9	100	100	100	100
<b>Pneumonia (%)</b>	99.8	99.6	100	100	94.7

Source: Centers for Medicare and Medicaid Services

<sup>1</sup>Benchmark Rate is calculated using the top 10% sample.

Benchmarks for each quarter were all the same, therefore only one is listed for each measure.

**Centers for Medicare and Medicaid Services (CMS) Benchmark  
Compared to USAMC Quarters 1-4, 2013 and Quarter 1, 2014: Percent  
of Patients Reporting They Would Definitely Recommend the Hospital**



Reporting periods are defined by the Federal government.  
Source: Centers for Medicare and Medicaid Services

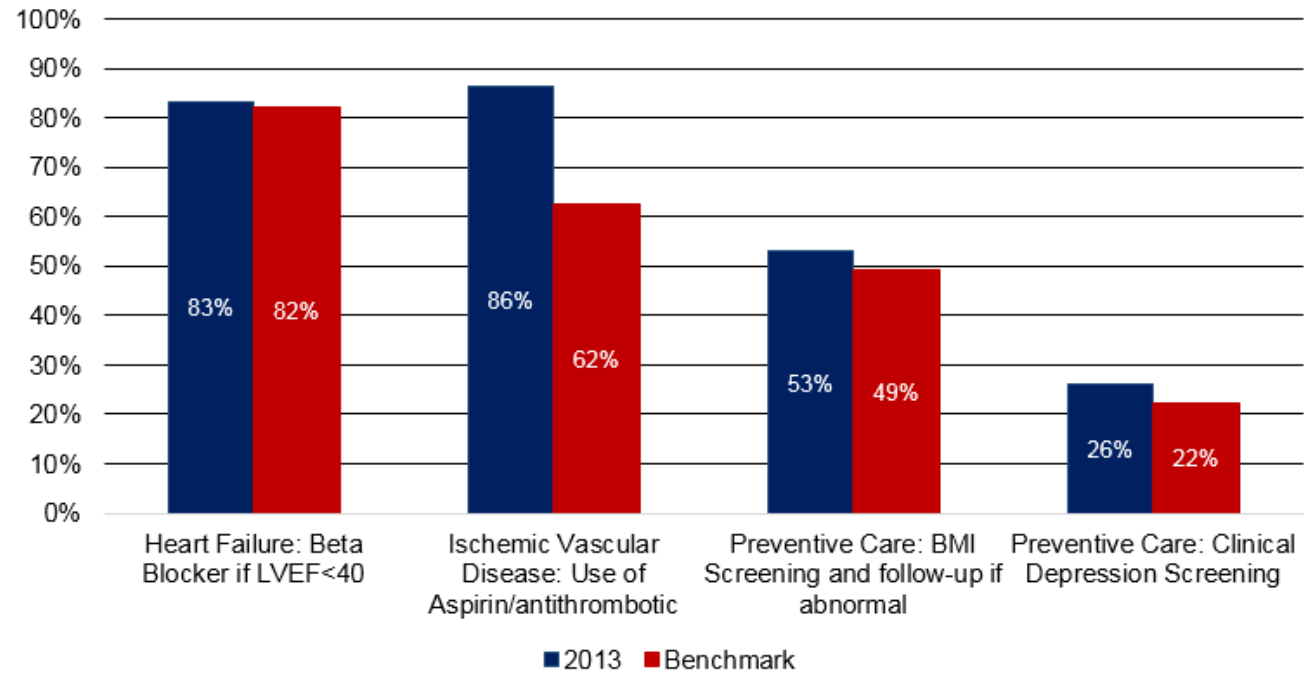


### USA Physician's Group

CLINICAL Question:	First Quarter 2014		Second Quarter 2014		Third Quarter 2014		Fourth Quarter 2014	
	Results	Benchmark <sup>1</sup>	Results	Benchmark	Results	Benchmark	Results	Benchmark
% Who agreed the Business Office and Billing Staff treated them courteously.	94	91	95	92	94	92	96	92
% Likely to recommend this provider to family and friends.	92	92	94	92	93	91	94	91

<sup>1</sup>Benchmarks shown as score for 75th percentile of all others in vendor's database.  
NOTE: Phone Surveys done by Outside Vendor

### USA Physicians Group Quality Indicators Compared to Respective Benchmarks<sup>1</sup>: 2013



<sup>1</sup>National Peer Group Performance 2013 from CMS—Physician's Quality Reporting System (PQRS) data

# University-Community Engagement

**Types of Student Activities - USA Compared to Peer Institutions<sup>1</sup>, 2014.**

Activity	Percent <sup>2</sup>	
	USA	EBI Peer Institutions: Student Activities
Importance of Offering Community Service Projects	72.3	73.2

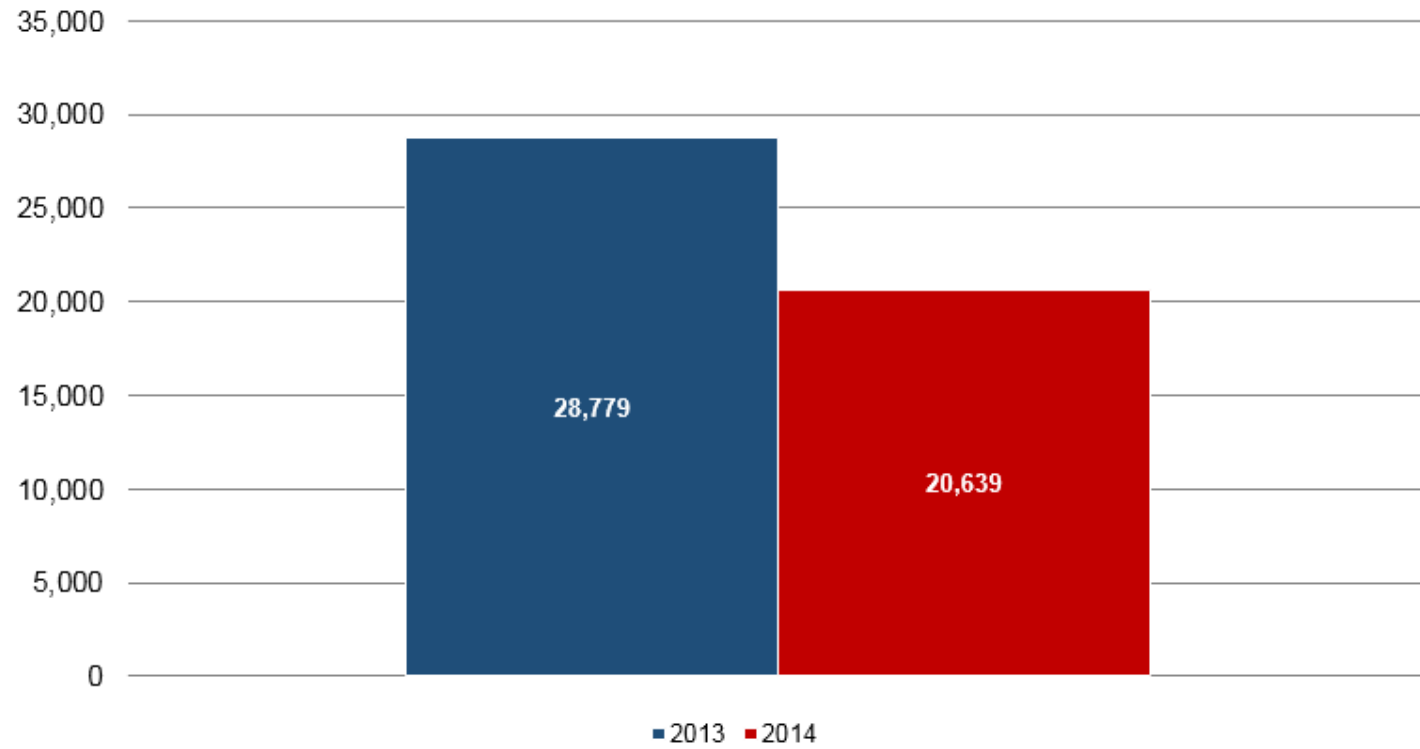
<sup>1</sup>EBI Peer Institutions: Student Activities are listed in Appendix A.

<sup>2</sup>Mean scored from 0-100%

Green = Good; Yellow = Needs Work; Red = Issue

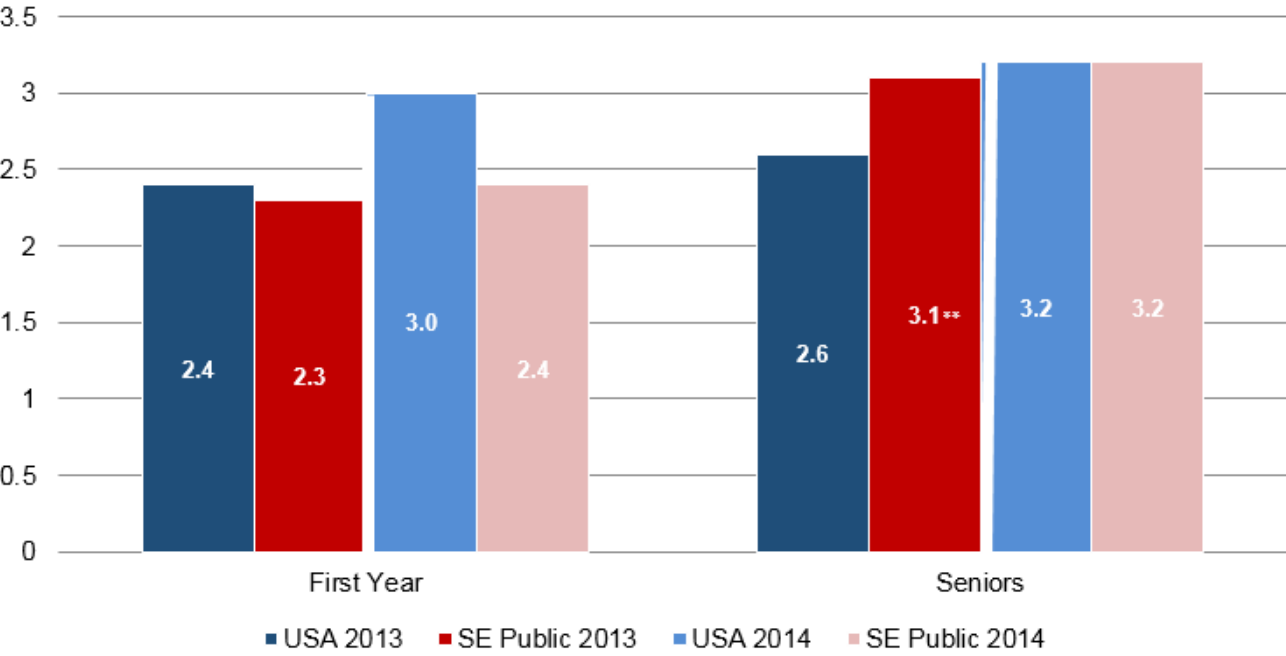
Source: Educational Benchmarking Inc. Making Achievement Possible-Works: Student Activities Assessment

### Attendance at Laidlaw Performing Arts Center Events, 2012-2013 and 2013-2014



Source: Departments of Music & Theatre and Dance

**Average Time Participants Spent Doing Community Service or Volunteer Work in a Typical Week (hours), 2013 and 2014<sup>1</sup>**



<sup>1</sup>NSSE Peer Institutions are listed in Appendix A.  
 Source: National Survey of Student Engagement (NSSE)

\*\*p<.01