

# 3 Enrollment Metrics Every Department Chair Should Watch

Academic Vital Signs, Part IV

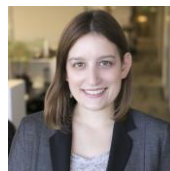
# EAB Contact Information

## Academic Affairs Forum



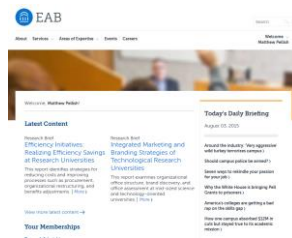
### Academic Vital Signs

*Aligning Departmental Evaluation  
with Institutional Priorities*



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# Designing Appropriate Performance Indicators

## Cascading Institutional Strategy to Level-Appropriate Goals and Metrics



### **Aligned:**

Do department-level changes in the metric inflect the relevant institutional goal(s)?



### **Specific:**

Is the metric directed at narrowly-defined, easily-identified departmental action(s)?



### **Measurable:**

Can the institution collect longitudinal information about the metric?



### **Actionable:**

Does the department have direct influence over this metric?



### **Realistic/fair:**

Does the metric control for variables outside departmental influence?



### **Time-bound:**

Can the department significantly influence the metric in the given time frame?



### **Simplified:**

Is the metric easy to understand and not an amalgamation of many calculations?



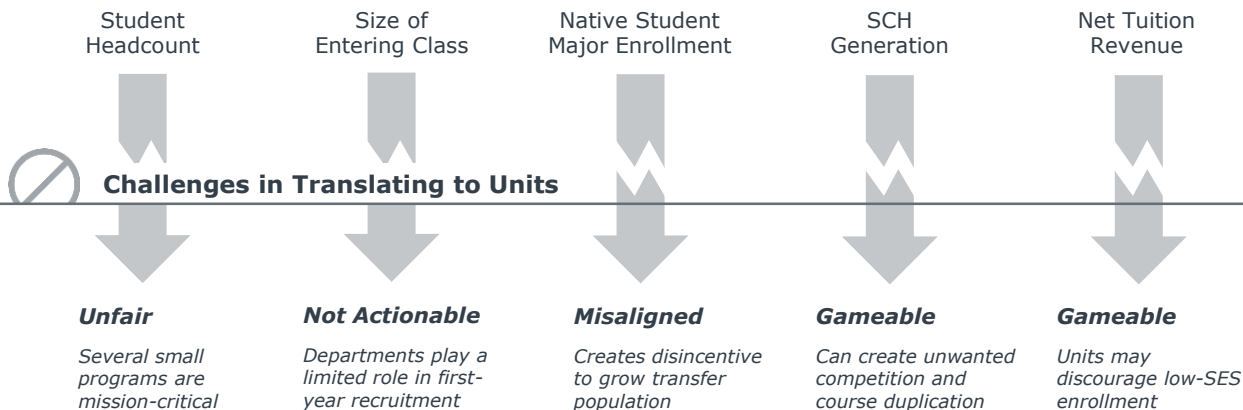
### **Difficult to game:**

Does the metric eliminate "perverse incentives" to avoid true improvement?

# Cascading Enrollment Growth



## The Five Metrics Most Institutions Track

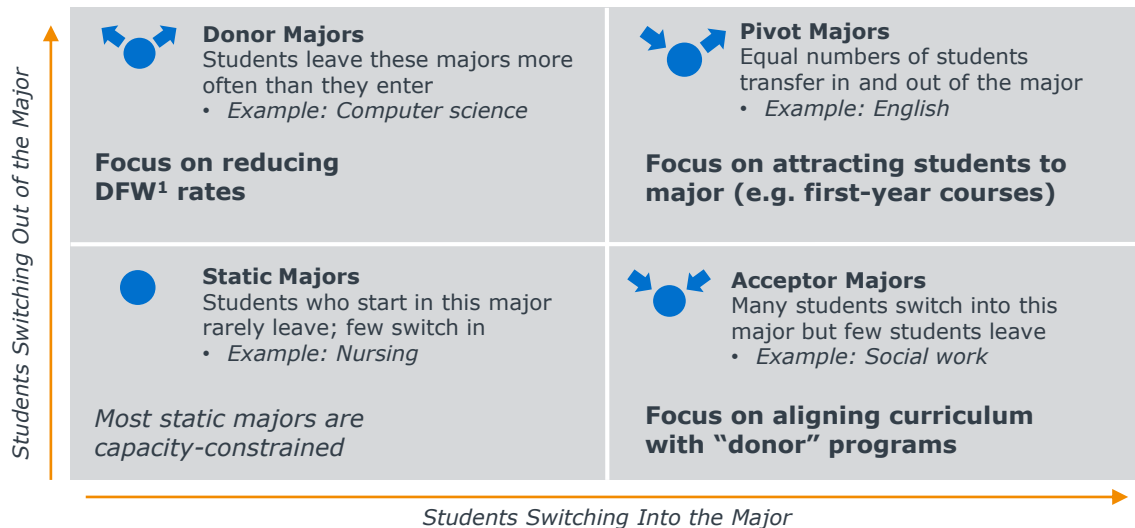


## What Departments Should Focus On

- 1 Major Migration
- 2 Off-Peak Enrollment
- 3 External Demand

# Follow the Students

Unit's Place on the Major Migration Matrix Guides Enrollment Strategy



## What Departments Should Focus On

1) D, F, or W (withdrawal) grades.

**1** Major Migration

**2** Off-Peak Enrollment

**3** External Demand

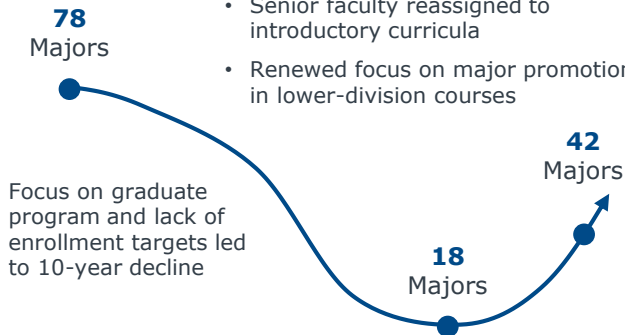
# The Power of First Impressions

## Leveraging Intro Courses to Convert First-Years into Majors



### Philosophy Department Chair Reverses Downward Trend Through Focus on Intro Courses

- “The Good Doctor” course targets large pre-med population
- Senior faculty reassigned to introductory curricula
- Renewed focus on major promotion in lower-division courses



### Focusing on Major Growth

“When you offer interesting courses, it brings students to the major that would not otherwise come. And then they see that they’ve taken a few philosophy courses and they’re not far from a major or minor... For a long time, philosophy rested on the fact that it was a foundation. It can no longer do that. We need to show people that our philosophical skills are useful.”

*Sally Scholz  
Department Chair, Philosophy  
Villanova University*



### What Departments Should Focus On

**1** Major Migration

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# Finding Lost SCH

## Three Opportunities to Recapture Student Credit Hours

### Identifying Enrollment Opportunities



#### Courses Transferred in After Summer Term

- Online sections of **common courses out-of-state students take closer to home during summer** allow departments to “recapture” summer SCH



#### High-SCH Courses Offered Off-Peak and Online

- Off-peak and online sections allow students to **catch up after withdrawing from or failing critical courses** (common prerequisites, first-year courses, etc.)



### Measuring Performance



#### % of SCH Offered in Summer, Intersession

- Summer term and winter intersession are commonly underused opportunities to generate SCH. Only **5% of students currently enroll in summer courses**<sup>1</sup>



### What Departments Should Focus On

**1** Major Migration

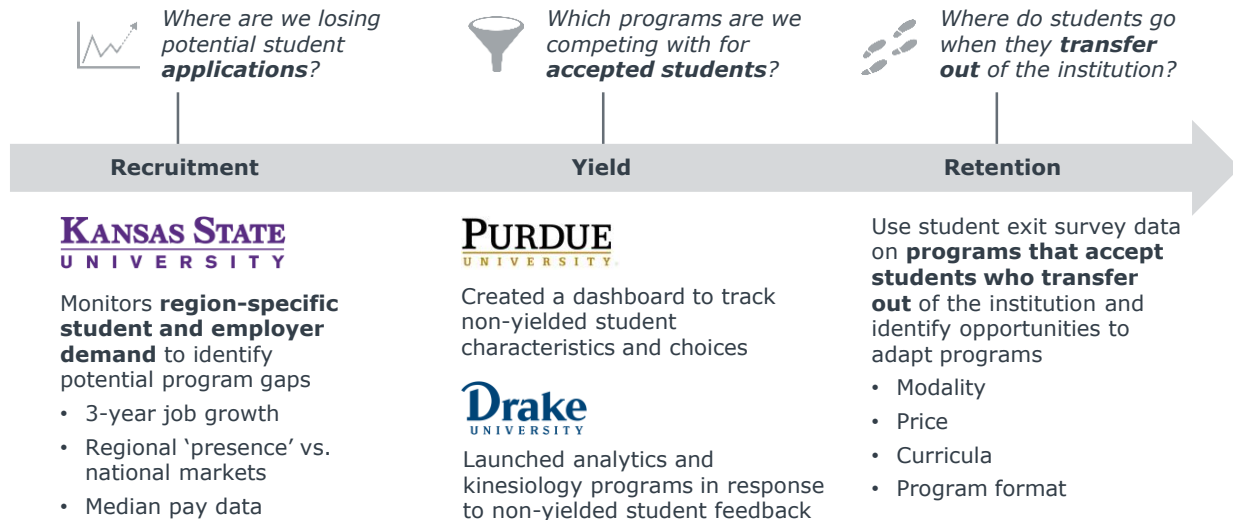
**2** Off-Peak Enrollment

**3** External Demand

1) Based on EAB analysis of National Center for Education Statistics student data.

# Engaging Departments in Market Analysis

## Three Ways to Identify Revenue-Generating Program Opportunities



### What Departments Should Focus On

**1** Major Migration

**2** Off-Peak Enrollment

**3** External Demand





# Annual Goals Guided by Long-Term Vision

Partner with Enrollment Management for Recruitment and Program Planning



## Long-Term Market-Mission Aligned Program Projections

*Inputs from Department Chair*

*Input from EM*

### Qualitative Discipline Forecast

- What skills will no longer be needed?
- What new specializations will become necessary?
- How should curricula adapt to changing skill demands?

### Quantitative Enrollment Forecast

- How many graduates will be needed in this specialty?
- How many faculty will we need to hire, in what areas?
- How will we adapt or construct facilities to support change?

### Program Market Demand

- How many students will want to enroll?
- How will the students enrolling be different from the students currently enrolled?



## What Departments Should Focus On

**1** *Major Migration*

**2** *Off-Peak Enrollment*

**3** **External Demand**

## Upcoming Webconferences and Resources Related to Today's Presentation

### Webconferences in This Series

- I. *How Departments Make or Break Institutional Strategy*
- II. *3 Cost Efficiency Metrics Every Department Chair Should Watch*
- III. *3 Research Metrics Every Department Chair Should Watch*
- IV. 3 Enrollment Metrics Every Department Chair Should Watch**
- V. *How Departmental Practices Contribute to Faculty Diversity Goals (Nov. 7)*
- VI. *3 Student Outcomes Metrics Every Department Chair Should Watch (Nov. 15)*
- VII. *How to Design a Sustainable Unit Evaluation Process (Nov. 27)*



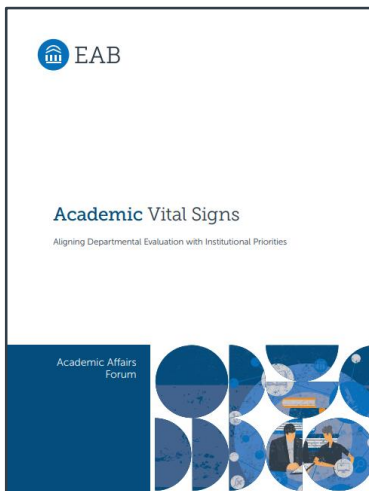
### **Academic Vital Signs** *Aligning Departmental Evaluation with Institutional Priorities*

- 14 analyses to guide department-level strategy
- Root-cause diagnostic tools for academic unit leaders
- Guidance for implementing regular departmental review processes

*study available at [eab.com](http://eab.com)*

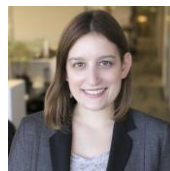
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