



EAB

Academic Performance Solutions

# Embedding APS on Campus as a Department Chair

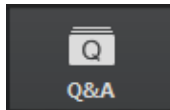
Bonus Session, Boot Camp for Department Chairs

*August 23, 2018*

# Gathering Your Questions and Feedback

## Ask a Question

To ask the presenters a question, use the Q&A panel on the toolbar.



**Having trouble with Zoom?**

Contact us at [APS@eab.com](mailto:APS@eab.com)

## We would love to hear from you!

Please take a few minutes to fill out the survey that will appear at the end of this webconference. It'll appear as a tab in your browser.

# APS Boot Camp for Department Chairs



## Foundational Webconference Training Series

Four 45-minute sessions led by APS dedicated consultants to demonstrate how department chairs, as well as new users and users who would like a refresh on platform functionality, can use data to make informed resource allocation decisions

### Intro to APS

July 25<sup>th</sup>



- Gain a brief overview of APS
- Learn key methodology and terms
- How to access and navigate through the platform

### Planning Course and Section Offerings

August 1<sup>st</sup>



- Align course offerings with student demand
- How to reallocate resources to high demand areas, like bottlenecks

### Prioritizing Courses to Improve Course Completion Rates

August 8<sup>th</sup>



- Promote student progress
- How to leverage analyses on the Students tab

### Submitting Faculty Line Requests

August 15<sup>th</sup>



- Locate key metrics to support faculty line requests
- How to apply analyses learned in previous sessions



### Embedding APS on Campus as a Department Chair

August 23<sup>rd</sup>, 3-3:30pm ET

- Conversation with Dr. Matthew Costello, Department Chair at Saint Xavier University
- How he led the initiative to embed APS on campus to make data-informed decisions, such as in their annual review process

Access [archived sessions](#) online

# Our Agenda for Today



Data at Saint Xavier  
University



Departmental Review  
Process Creation



Opportunity  
Identification with Data

# Today's Presentation



## Today's Presenters

### *Saint Xavier University*

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**Matthew Costello, PhD**

Department Chair, History  
and Political Science

### *Academic Performance Solutions*

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**Matthew Hagerty**

Consultant

## Saint Xavier University (SXU)

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- Chicago, Illinois
- Total enrollment: 4,073
- Master's Colleges & Universities: Larger Programs
- Joined APS in 2016



# Lack of Data Hinders Insight into Departments

## Exacerbating Resources in Place of Having Data

### A “Data Desert” Campus

Historically, SXU’s discussions around program performance occurred infrequently and often focused on financial results. Leveraging data was also burdensome for many reasons.

### Burden on Resources



#### Low Data Accessibility

Department chairs had little access to data – mostly from IPEDS, but at aggregate level



#### Understaffed IR Office

Institutional Research (IR) staff member manually collected and analyzed data from disparate sources



#### Concerns About Data Validity

Eight campus leaders held weekly meetings to discuss data validity

# The Path to Achieving Departmental Insight



## 2015-16



### **SXU underwent Annual Program Prioritization (APP) process**

- Institutional Research (IR) office, already understaffed, took on strenuous task of providing data to chairs
- Upon realizing the APP process was unsustainable and inefficient, the Provost reached out to EAB

## 2016-17



### **APP data was released**

- The data was initially used to start conversations, but the process soon appeared to be punitive and unproductive due to data's inability to provide sufficient insight

## 2017-18



### **Committee was formed to create departmental review process**

- Deans and division heads received access to APS and can now use the standardized data to identify opportunities to support programs throughout the year
- Faculty Senate created committee to review KPIs and analyses from programs
- All chairs and program directors received access to the APS platform

# Aligning KPIs with Institutional Priorities

## Strategic KPI Selection

*With easy access to data in the APS platform and other data sources, Dr. Costello and a Religious Studies faculty member, who is also a member of the Faculty Senate, chose KPIs to include in the annual unit report.*

To choose metrics, they considered what was missing from the APP process and what the Faculty Senate hoped to gain from an annual departmental review process

*The chosen KPIs focused on key departmental areas where insight had been lacking*

### Areas of Focus



#### Overall Trends

- Total Credit Hours generated
- 3 Year Trend in Credits generated
- Illinois state data (majors, 3 year trends)



#### Supply and Demand

- Instructional Staff Headcount
- Sections Taught by Instructor Type
- Intercurricular Dependencies (own department majors vs. service majors)



#### Efficiency

- Median Class Sizes
- Fill Rates
- Percent of Classes with Size < 10
- Cost per Credit Hour



#### Student Progress

- Course Completion Rates

# From Data Desert to Data-Informed

## Bringing Transparency to Departmental Review Process

### Standardized Departmental Review Process

Through SXU's partnership with APS, campus leaders access data readily – freeing up previously strained resources



100% departments  
served in review  
process



100% department  
chairs have easy  
access to department-  
level data



One full-time IR  
employee's time and  
skills reallocated to  
other areas of need



Zero weekly meetings  
with campus leaders  
necessary to discuss  
data validity



Campus leaders  
able to connect  
decisions to results

## Two Areas of Focus This Year: Departmental Standards and Faculty Workload



### How do our departmental goals and standards vary within our department and compare to other departments?

- Sought to understand if there was variation in faculty standards and grading throughout the department
- Analyzed course-level grade distribution data to calculate AB and DFW rates, then compared it to other departments

➡ *Opportunity to discuss standards and grading practices with faculty*



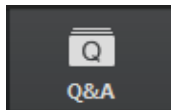
### How do we share workload?

- Wanted to understand if a full-time replacement was needed to replace a departing full-time faculty member
- Analyzed teaching loads per instructor and discovered that the departing faculty member taught closer to a half-time workload due to administrative and other course reassignments

➡ *Opportunity to discuss how faculty define their workloads and workload equity within the department*

## How to Ask a Question

To ask the presenters a question, use the Q&A panel on the toolbar.



## Resources

- User Guide: Located in your [APS platform](#) on the Resources and Release Notes tab
- Platform Guides: Also located in your [APS platform](#) on the Resources and Release Notes tab
- [Academic Vital Signs](#): Analyses and principles for creating an annual departmental review process
- Boot Camp for Department Chairs [archived sessions](#)

### Additional Questions?

Contact us at [APS@eab.com](mailto:APS@eab.com)





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