EAB | Academic Performance Solutions

Planning Course and Section Offerings

Part II, Boot Camp for Department Chairs

August 1, 2018

Today's Presentation

Today's Presenter

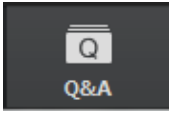
Irene Kan

Consultant

Navigating Zoom

Ask a Question

To ask the presenter a question, use the Q&A button on the toolbar.



Having trouble with Zoom?
Contact us at 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 25th

- 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 1st

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

Prioritizing Courses to Improve Course Completion Rates
August 8th

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

Submitting Faculty Line Requests
August 15th

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

BONUS SESSION

Embedding APS on Campus as a Department Chair
August 23rd, 3-3:30pm ET

- Conversation with 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

Need help registering?
Leave a comment in the survey!

Our Agenda for Today

Introduction

Course Proliferation, Bottlenecks, and Consolidation Opportunities

Platform

Demonstration

Conclusion

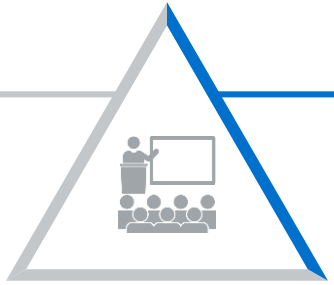
Questions and Resources

Why Look at Course and Section Offerings?

Course and Section Proliferation

Unnecessary number of offerings added without reducing low-demand courses

- Creates costly excess capacity in some courses
- Misdirects instructional capacity that could be used for high-demand areas



Access Bottlenecks

Courses where demand exceeds capacity

- Hinders student progress by taking unnecessary credits to meet financial aid requirements and/or possibly falling behind

When Should My Institution Look Into This?

Since your data is updated each term, we recommend you analyze it before each new term to begin your course planning.

Drivers of Proliferation

Academic Disciplines

Faculty training, hiring, and tenure practices encourage specialization in both research and teaching

Competition for Students

Universities believe that adding more specialized programs will attract students and prepare them better for careers

Incremental Budget Models

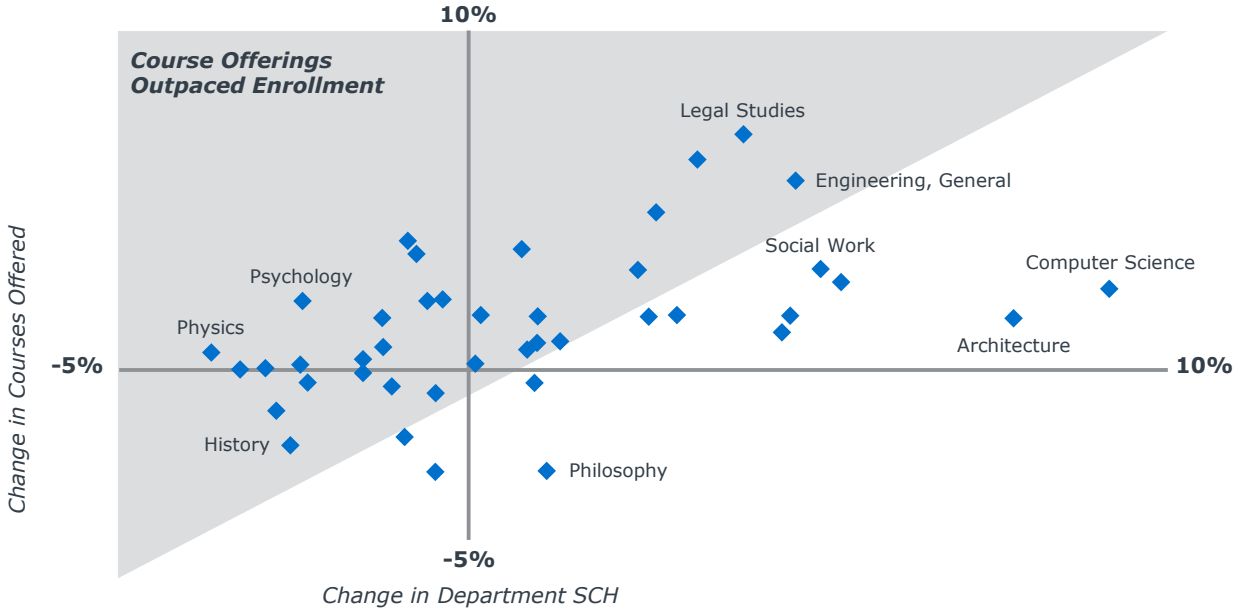
Budget models typically incentivize academics to add new offerings without reducing the old

Source: Breaking the Trade-Off Between Cost and Quality, 2015, Academic Affairs Forum, https://www.eab.com/members/breaking-the-cost-quality-tradeoff.

Reverse Unintentional Curriculum Creep

Course Offerings Growing Faster than Enrollments in Many Departments

Change in Course Offerings[1] and SCH[2], AY 2015–17[3]



1) Includes only sections of lower division, upper division, and developmental courses. Excludes individual instruction courses.
2) Includes only undergraduate students in sections of lower division, upper division, and developmental courses. Excludes those in individual instruction courses.
3) Three-year compound annual growth rate.

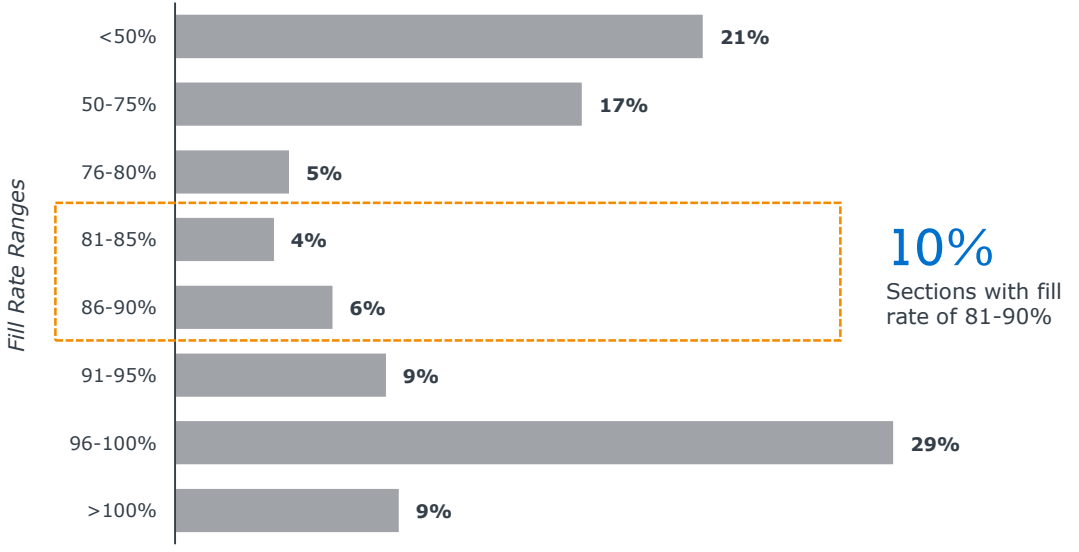
Source: APS data and analysis, July 2018. Weighted averages by total attempted student credit hours at the institution (n = 49).

How Full Are Our Courses?

Empty Seats Leave Instructional Resources on the Table

Distribution of Sections[1] by Fill Rate

AY 2017



10%

Sections with fill rate of 81-90%

1) Includes only sections of lower and upper division courses. Excludes individual instruction courses.

Source: APS data and analysis, July 2018. Weighted averages by total attempted student credit hours at the institution (n = 49).

Platform Demonstration

Live Demonstration

Pair APS Data with EAB Best Practice Research

The Instructional Capacity Playbook

Best practice strategies for realigning resources to align with enrollment changes from EAB's Academic Affairs Forum

Reallocate Underutilized Capacity

Section Consolidation

Analyze enrollment data to pinpoint whether fewer sections could accommodate student demand.

Small Course Consolidation

Increase maximum capacities for small courses, such as independent study and research, to foster opportunities for more peer interaction and discussion.

Achieving Outsized Impact with New Class Size Policy

Lipscomb University | Private Doctoral University | 3,000 UG enrollment

Redefining Expectations for Low Enrollment Courses

1 Attended 2016 APS Summit

Class size insights shared at the Summit sparked internal discussion at Lipscomb.

- Classes of 6-10 students are more likely to break even when compared to classes of 2-5 students
- Class size has a minimal effect on student success[1]

2 Revised Existing Policy

Policy stated faculty would not be fully compensated for low enrolled course (e.g. less than five students enrolled).

- Changed definition of "low enrollment" to six students based on APS benchmarks
- Updated payout protocol for faculty teaching a course with less than six students
- Reduced adjunct hours by not permitting them to teach low enrollment courses

3 Rolled Out New Policy

Deans and chairs implemented the new changes and communicated to faculty.

- Better support students by helping them find new classes to enroll in
- Chairs proactively plan for changing teaching assignments
- Make exemptions from policy for specific courses, such as Music Lessons and new courses

Impact Over Two Semesters
AY2017

70
Sections Collapsed
With fewer than six students enrolled one week before term start

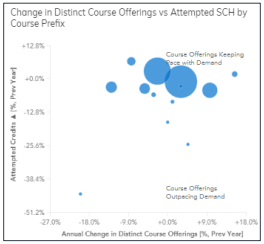
$900K
Instructional Cost Savings
From reassigning instructor workloads away from courses with fewer than six students enrolled

1) Academic Performance Solutions data analysis. 2011-2015 academic years across sections with a class size of 11 to 31 students, excluding summer and online sections.

Top APS Reports to Help with Course Planning

Change in Distinct Course Offerings vs. Attempted SCH by Course Prefix

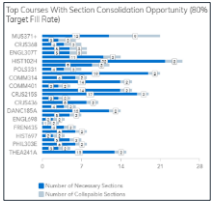
Compare annual percent changes in course offerings and student enrollment



Top Courses with Section Consolidation Opportunity

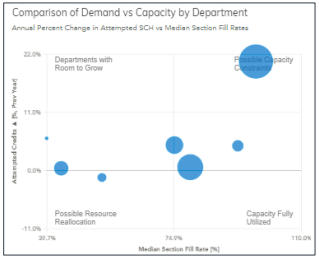
Pinpoint multi-section courses with low-fill sections

$$\text{\# Collapsible Sections} = \frac{\text{Target Enrollment}^1 - \text{Actual Enrollment}}{\text{Average Max Capacity per Section}}$$



Comparison of Demand vs. Capacity by Department

View annual percent change in attempted SCH versus median section fill rates



3 Year Average Growth in Attempted Credit Hours Per Student by Standard Department

Compare your institution's growth in attempted SCH to your selected cohorts

3 Year Average Growth in Attempted Credit Hours Per Student by Standard Department

Standard Department Name	# of Cohort Member	Cohort Weighted Avera	My Institutio	Difference (My Inst - Cohor
Business (General)	8	+0.6%	-0.9%	-1.5%
Business (Management And Administratior	10	-0.0%	+4.3%	4.3%
Economics	10	+0.9%	-0.9%	-1.8%
Rollup	-	+0.9%	+1.5%	0.6%

1) Target Enrollment can be 75, 80, or 85% of total capacity.

Questions

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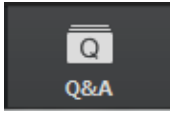

Resources

- 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
- The Instructional Capacity Playbook: Best practice strategies for responding to enrollment changes
- Breaking the Trade-Off Between Cost and Quality: Tactics to realign academic resources while maintaining or enhancing quality

Additional Questions?

Contact us at APS@eab.com

Washington DC | Richmond | Birmingham | Minneapolis

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