



EAB

Academic Performance Solutions

Identifying Opportunities to Inflect Department-Level Costs

Part III, APS Benchmarks Bootcamp

February 13, 2019

Today's Presentation



Today's Presenter



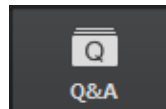
Matt Hagerty

Director

Navigating Zoom

Ask a Question

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



Having technical trouble?

Contact us at APS@eab.com

We would love to hear from you!

Please take a few minutes to fill out the survey you'll receive after the webinar.

APS Benchmarks Bootcamp



Foundational Webinar Training Series

Three 45-minute sessions led by APS dedicated consultants, who will walk through the APS Benchmarks dashboard. All users are welcome to join.

1

Introduction to APS Benchmarks

January 30th

- Brief overview of the APS Benchmarks dashboard
- What you'll learn: Key terms and methodology, as well as how to navigate different tabs – specifically identifying opportunities for improvement using the *Course Completion* tab

2

Optimizing Class Size and Instructional Workload

February 6th

- Walkthrough of the *Course Planning* and *Instructional Workload* tabs
- What you'll learn: How to identify opportunities to rightsize class size and balance instructional workload compared to the cohort

3

Identifying Opportunities to Inflect Department-Level Costs

February 13th

- Deep dive into the *Instructional Costs* tab
- What you'll learn: How to pinpoint opportunities to reduce costs, focusing on the main drivers of instructional costs



Access archived webinars [online](#) today!

Today's Agenda



Costs Methodology



**Research that
Informed Tab Creation**



**Live Platform
Demonstration**



Q&A with Audience

Five Standardized Account Categories

1 Instructional Staff Salaries

2 Non-Instructional Staff Salaries

Does not include salaries paid to student employees

3 Student Compensation

- *Not included in most institutional data*
- *Category includes all salaries and wages paid to student employees, such as teaching assistants*

4 Employee Benefits

5 Standardized General Operating Expenses

- *Category includes all direct costs relevant to the delivery of teaching and related services and excludes indirect costs such as capital expenses*
- *Most institutions have this in their data, but the types of accounts included vary*
- *Types of accounts: Supplies, travel, utilities, equipment, facilities, maintenance, subscriptions and memberships, vehicles and transportation, library and books, fees, software and licenses, training and development, contracted services, and other employee allowances (per diem)*

Why Are Benchmarking Categories Different than in APS Dashboard?

- Your data in the APS dashboard was configured during implementation to meet your institution's needs
- You may have additional or fewer categories than the five listed here

Methodology for Distributing College-Level Costs



Assigning Costs to Departments

CHALLENGE ►

METHODOLOGY

Costs Not Tracked at the Department Level

Analyses of cost data across the collaborative confirmed costs are paid out of both college and department-level budgets.

Example

- College of Business pays out salaries for all non-instructional staff across all of its departments
- Other items, like instructional staff salaries, are paid out directly from individual department budgets

College-Level Costs Distributed Across Departments



Instructional Staff Salaries included in college-level overheads will be distributed based on the proportion of instructional staff assigned across departments in the college, using APS instructor assignments.

- *Example: College X has \$100 instructional salaries across two departments. 75% of staff are assigned to Dept. A, so \$75 will be distributed to Dept. A and \$25 to Dept. B.*



Non-Instructional Staff Salaries, Employee Benefits, Student Compensation, and General Operating Expenses will be distributed based on the proportion of sections across departments in the college.

Defining Optimal Instructional Capacity...

...To Set Realistic Goals Based on Benchmarks

Maximum Theoretical Capacity

SCH created if...



All students have a
100% completion rate
in every course



All sections have a
fill rate of 100%



Tenure/tenure-track faculty teach a
minimum of **6 sections** and non-tenure
track faculty a minimum of **3 sections**

Optimal Capacity

SCH created if...



All students earn the **75th percentile completion rate²** of their institution's cohort in every course



All sections have a
minimum **fill rate of 85%**



Tenured/tenure-track and non-tenured faculty each teach at least the **75th percentile course load¹** of their institution's cohort

- 1) 75th percentile faculty course load: High-Research Comprehensives (Tenured/tenure-track: 5; Non-tenure track: 3), Regional Comprehensives (Tenured/tenure-track: 7, Non-tenure track: 5), Small Teaching-Focused (Tenured/tenure-track: 7, Non-tenure track: 4), and Very Large Research (Tenured/tenure-track: 4, Non-tenure track: 3).
- 2) 75th percentile completion rates: High-Research Comprehensives (93%), Regional Comprehensives (93%), Small Teaching-Focused (97%), and Very Large Research (94%).

Three Key Instructional Cost Drivers

The Difference Between Optimal and Actual Capacity

22%

Unproductive Credits

Credits are lost due to failing grades and student withdrawals from courses



Three Approaches to Closing the Gap

1 Improve course completion rates

25%

Underfilled Sections

Institutions commonly offer more sections than needed to meet student demand



2 Right-size section offerings

52%

Instructional Load

Faculty often teach less than the optimal course load



3 Balance faculty course loads

Five Ways to Leverage the Instructional Costs Tab



APS Reports and Analyses

✓ Compare Trends in Cost Per SCH

View how trends in cost per SCH for your selected department(s) compare to the cohort.

✓ Prioritize Departments with Higher Costs

Identify departments where costs are larger than the cohort with the new Δ in Cost/SCH metric.

✓ Assess Department-Level Cost Per SCH by Account Category

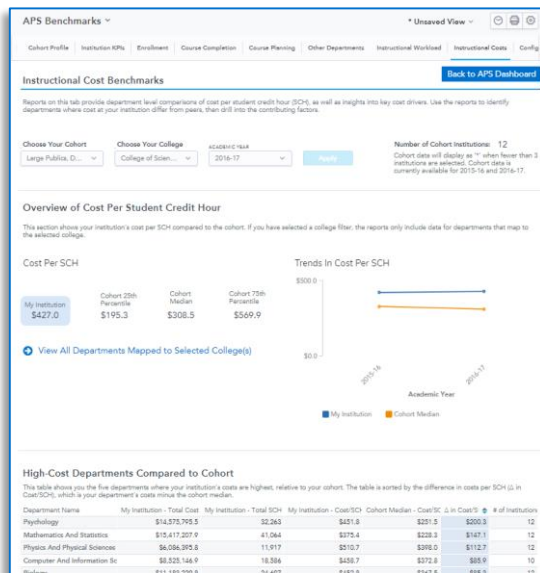
Compare cost per SCH by account category for selected department(s) to the cohort median value.

✓ Pinpoint Opportunities to Inflect Costs

Use the *Opportunities to Inflect Cost Per SCH* section to explore four cost drivers, such as course completion rates.

✓ Access Related Resources Quickly

Use the how-to guides linked to the page to plan your next steps.

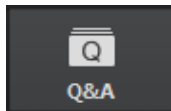




Live Demonstration

How to Ask a Question

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



Resources

- APS Platform User Guide: Available on Resources & Release Notes tab on [APS platform](#)
- [Examining Drivers of Instructional Costs](#): Research brief that explores drivers of departmental instructional costs
- Register for tomorrow's [Introduction to the APS Platform](#) webinar for a live demonstration

A pink heart-shaped sticker with the text 'SEE YOU THERE!' written on it in black capital letters.

Additional Questions?

Contact us at APS@eab.com





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