



Aligning APS Adoption with Institutional Goals: Old Dominion University

March 2018

Academic Performance Solutions

Navigating GoToWebinar



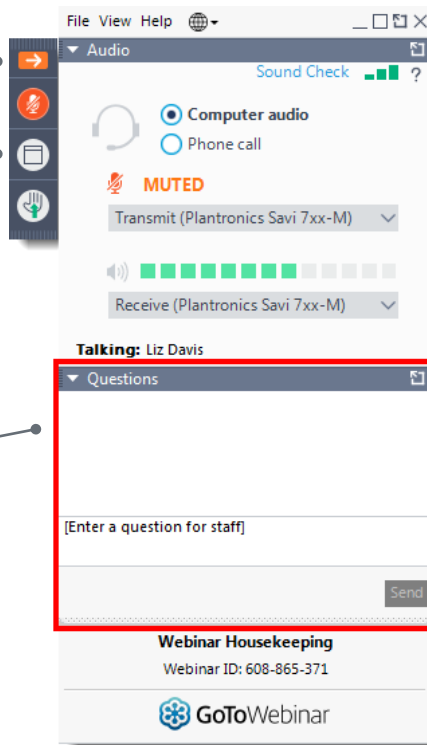
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Today's Presenters



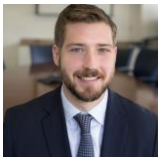
Project Owner at ODU



Jim Duffy

Associate Vice President for
Academic Affairs

APS Team



Harrison Greer

Dedicated Consultant



Hersh Steinberg

Managing Director

Old Dominion University

- Norfolk, VA
- Total Enrollment: 24,375
- Doctoral Universities: Higher Research Activity
- Joined APS in 2015





▶ Start with best practices research

- › Research Forums for presidents, provosts, chief business officers, and key academic and administrative leaders
- › At the core of all we do
- › Peer-tested best practices research
- › Answers to the most pressing issues

▶ Then hardwire those insights into your organization using our technology & services

Enrollment Management

Our **Enrollment Services** division provides data-driven undergraduate and graduate solutions that target qualified prospective students; build relationships throughout the search, application, and yield process; and optimize financial aid resources.

Student Success

Members of the **Student Success Collaborative** use research, consulting, and an enterprise-wide student success management system to help students persist, graduate, and succeed.

Growth and Academic Operations

Our **Academic Performance Solutions** group partners with university academic and business leaders to help make smart resource trade-offs, improve academic efficiency, and grow academic program revenues.

1.2B+

Student interactions annually

1M+

Individuals on our student success management system

1,200+

Institutions we are proud to serve

1

Goal: Make education smarter

Academic Performance Solutions



Helping Colleges and Universities Elevate Academic Decision-Making

Partnering with 90+ Institutions Nationwide



A Diverse Collaborative

- AAU Members
- Regional/Urban Comprehensives
- Public Flagships
- Private Liberal Arts

Our Services



APS Platform

*College, Department
and Program-Level
Performance Data*



Discipline-Level Benchmarks

*Unique Cost, Enrollment
Demand and Faculty
Utilization Metrics*



Best Practice Adoption

*Accelerating
Implementation of
High-Impact
Practices and Policies*

Ingredients for a Successful APS Rollout at ODU



Alignment with Institutional Goals

- State mandated public institutions develop performance management metrics for academic operations
- APS provides ability to support unit-level operational planning



Commitment to Transparency

- Granted same access granted to all users to demonstrate trust and uniformity in process
- Shared outcomes and decisions with stakeholders



Clear Expectations for Use

- Required all new budget requests be supported by data to demonstrate need amid tight budget environment
- Provided explicit instructions and use case examples during APS training



Seeking Resource Efficiency and Transparency

Putting Data in the Hands of Academic Leaders

Initial APS Platform Launch with Deans



Broader Engagement with Department Chairs

Decision to Expand Use

During the initial APS training, the deans in attendance decided that APS would be most useful as a management tool to support department chairs.

Interactive Training

The APS dedicated consultant led multiple trainings over three days with 100+ department chairs and associate deans.

Training included demonstration of key reports in platform and exercises to help attendees use the data.

A Culture of Data-Informed Decisions

Full Access for All Users

All users, including department chairs, to have access to the same, granular data.

How Will We Use the Data?

Use Case Exercises During APS Training



APS Platform Group Use Case Exercise

Using Data To Support Departmental Resource Requests

Data are a crucial piece of the decision making process. They can identify what is working well and what needs improving. The goal of this session is to demonstrate how data in Academic Performance Solutions (APS) can be used to help inform decisions and answer various questions you may encounter.

Teams are asked to select one of the two scenarios listed below using one of their departments and use APS to locate data needed for evidence-based decisions. Each team should select one representative to present their case to the broader group with a live walkthrough of the most salient data points that support their recommendation.

Scenarios:

Option 1 – Keeping a Faculty Line
Due to a recent retirement, your department has a vacant position. Before presenting your case to the Dean as to why the department needs to keep the position, you want to investigate how to use this position most effectively. What story do the data tell?

Analyses to Consider:

Department Metrics

- How big is the department? (Students Tab)
- In the department growing? (Students Tab)
- What percentage of SCh are taught to own majors? (Department Scorecard Tab)

Faculty Metrics

- How many distinct, full-time faculty are in the department? (Faculty Tab)
- What's their realized workload and how has that changed over time? (Faculty Tab)

Course Metrics

- What is the median section size for the department? (Courses Tab)
- How does the median section size compare to the benchmark for same departments? (APS Benchmarks Dashboard) (Department – Course Planning Tab)
- How full are classes relative to other departments in the college? (Department Scorecard)
- How many bottleneck courses does the department have? (Students Tab)
- How many collapsible sections exist? (Courses Tab)

Option 2 – Matching Capacity to Student Demand
The Dean wants to know how well the department is matching course offerings to shifts in student demand. How would you evaluate your performance and recommend opportunities? What data elements tell you how effectively you are managing this?

Student Progress Barrier Metrics

- Are there courses generating a significant number of unenrolled credits? (Students Tab)
- How do course completion rates at the Lower and Upper Division compare to benchmark for the same departments? (APS Benchmarks Dashboard) (Department – Course Completion Tab)
- How many bottleneck courses does the department have and in what divisions? (Students Tab)
- Do any of these course bottlenecks have low completion rates? (Students Tab)

Course Metrics

- What is the median section size for the department? (Courses Tab)
- How does the median section size compare to the benchmark for same departments? (APS Benchmarks Dashboard) (Department – Course Planning Tab)
- How full are classes and what other key section fill rates? (Courses Tab)
- How many collapsible sections exist? (Courses Tab)
- How many single section courses could you offer less frequently based on demand? How many may need expanded capacity? (Courses Tab)
- Have distinct courses kept pace with shifts in enrollments? (Courses Tab)

Teams Explored APS Analysis to Support Hypothetic Scenarios



Scenario 1: Keeping a Faculty Line

Due to a recent retirement, your department has a vacant position. Before presenting your case to the Dean as to why the department needs to keep the position, you want to investigate how to use this position most effectively. What story do the data tell?



Scenario 2: Matching Capacity to Student Demand

The Dean wants to know how well the department is matching course offerings to shifts in student demand. How would you evaluate your performance and recommend opportunities? What data elements tell you how efficiently and effectively you are managing this?

From the Hypothetical to Real Decisions

Integrating APS Data into the Budget Development Process

Colleges Used Data to Prioritize Budget Requests

- Deans embedded data into the budgeting process, asking chairs to present data-informed requests for resources to peers
- Each dean submitted a comprehensive proposal based on needs across the college

Outcomes from Inclusion of APS Data in Budget Development Process



Increased Transparency

- More awareness about needs across the college among department chairs
- Increased communication to deans throughout budgeting process, including which data were used to inform decisions



Generated New Insights

- Identified immediate opportunities for changes, such as correlation between high DFW rates and adjunct faculty in one department
- Scheduled follow-up meetings twice a semester to discuss new findings



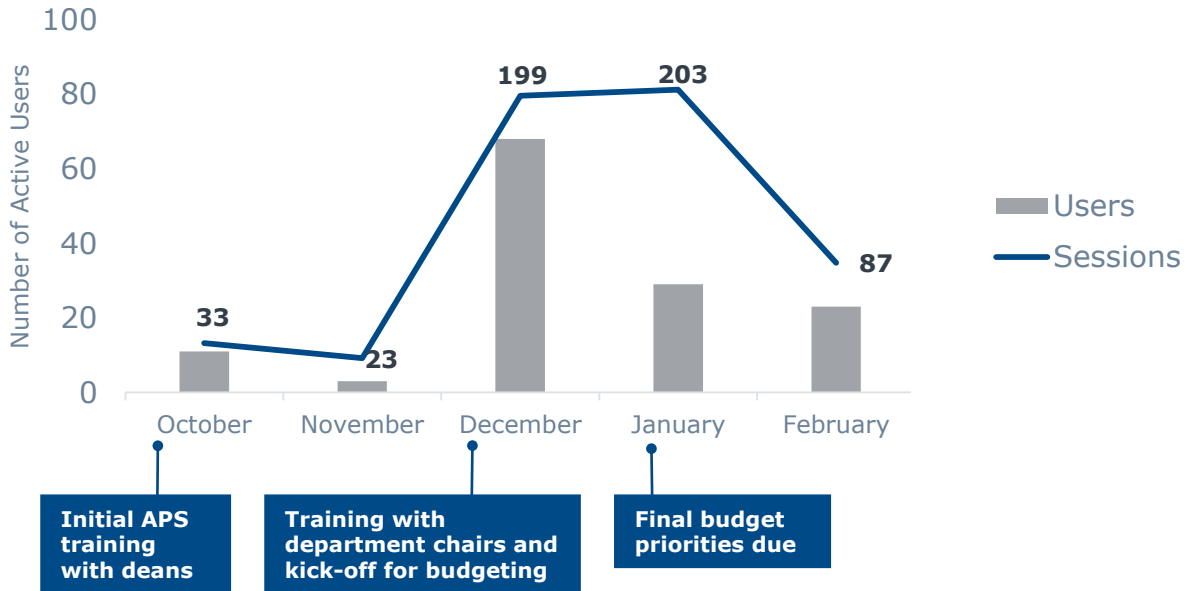
Spurred Longer-Term Planning

- Two colleges creating 5-year plans for all departments

Strong Utilization During Budget Development

APS Platform Utilization at Old Dominion University

Number of Sessions¹ and Active Users October 2017 to February 2018



1) Session is defined as a period of continuous activity of a given user on the APS platform and is created every time a user logs in or reloads the page in their browser.

Integrating Data into Additional Processes

Like ODU, many members start by integrating APS data into **budgets** and **resource requests**, then formalize data requirements for other planning activities, such as:

- Program Review
- Course Planning
- Promoting Student Progress

Engaging Additional Users



Leadership and Administration



Deans and Associate Deans



Department Chairs



Program Directors

New Member Resource: APS Launch Toolkit



Timeline of Key Activities for the First Year of Membership



Sample agendas and recommended attendees ensure you know what to expect at each step of implementation, user testing and launch

Guidance to Establish Your APS Project Team and Users



Role descriptions and recommended rollout plans help you determine the right plan for your team, taking into account existing culture at your institution

Tools to Support Communication



Email templates and talking points help you craft the right message to stakeholders about how APS will support institutional goals and expectations for use

Questions?



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