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Office Hours with EAB

A new podcast from EAB experts to share ideas, insight, and inspiration with higher ed leaders.

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OFFICE HOURS
WITH EAB



Assessing Optional and Non-Essential Academic Expenditures Pt. I

Pinpointing Sections for Consolidation | APS COVID-19 Webinar Series, Session 2

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Today's Presenter



Louis Fierro

APS Dedicated Consultant

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The Most Pressing Concerns Emerging from COVID-19

How EAB Is Supporting Your Efforts to Navigate the Crisis and Beyond

 Strategy and Organization	 Undergraduate Recruitment	 Student Success	 Adult and Graduate Learners
• Deploy federal relief funds for optimal impact • Address immediate cost-cutting needs while preserving strategic options for the future • Use this crisis as a catalyst to prompt difficult decisions or enact bold change	• Adapt yield, FAO, and NTR models for COVID-19 • Effectively engage prospective students and their parents virtually	• Virtually onboard new students effectively • Address the needs of disadvantaged student populations hurt most by COVID-19 • Build new capabilities unlocked by virtual advising into on-campus efforts	• Understand what adult learners will need most amidst economic uncertainty • Improve flexible and online delivery capabilities to meet students where they are
Select EAB Resources			
 Academic Performance Solutions	 Enrollment Services, Financial Aid Optimization, and Agency Services	 Navigate (Student Success Management System)	 Adult Learner Recruitment Marketing
 Education Data Hub			
 Coronavirus Resource Center: eab.com/COVID19	 YouVisit Interactive Content and Virtual Tours	 Student Success Playbook	 Professional and Adult Education Forum research

APS COVID-19 Webinar Series

Responding to COVID-19: Harnessing APS Data and EAB Best Practices

Five-Part Series

1

Redesigning Courses for Virtual Fall Delivery



How can we better support and engage students in a virtual environment?

2

Pinpointing Sections for Consolidation



How can we reallocate underutilized capacity?

3

Optimizing Instructor Mix and Workload



How can we best leverage instructional staff to meet student demand?

4

Using Cost Data to Surface Opportunities for Enhanced Efficiencies



How can we reduce costs without sacrificing quality?

5

Optimizing Your Institution's Program Portfolio



How can we make data-informed decisions about our program portfolio?

Sub-Series: Assessing Optional and Non-Essential Academic Expenditures



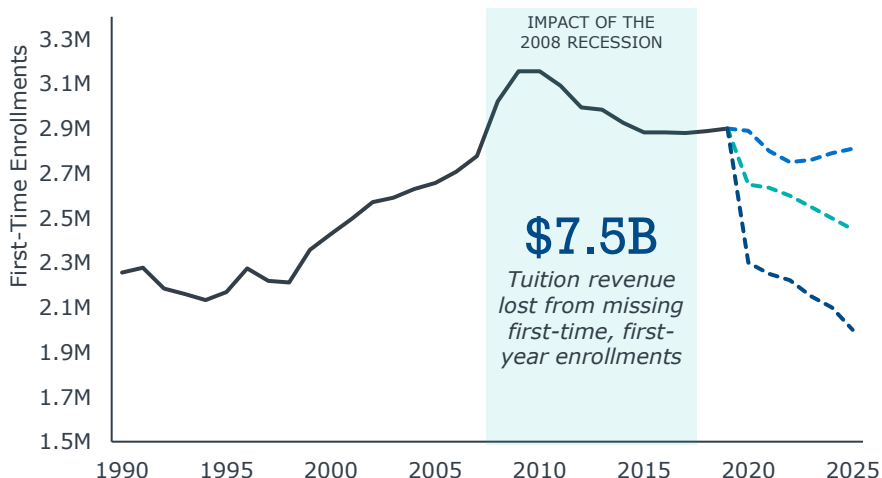
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The Demographic Cliff May Already Be Here

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Projecting the Impact of Increased High School Dropouts and Delayed College Plans

Number of first-time enrollments, 1990-2025¹



Recovery before fall

Nearly 20% of prospective students delay college. HS dropouts near 1.5M as remote instruction fails to engage

Partial recovery by fall

30% increase in HS dropout rate; one-third of would-be students delay matriculation by a year or more

No recovery by fall

High school dropouts top 2M in the next year. 500k would-be freshman delay their plans indefinitely due to the crisis

Institutions at Most Risk

- Access-oriented institutions
- Small student populations
- Limited remote instruction capability

Institutions at Least Risk

- Larger student populations
- Ability to admit “down the waitlist”
- Robust remote instruction capability

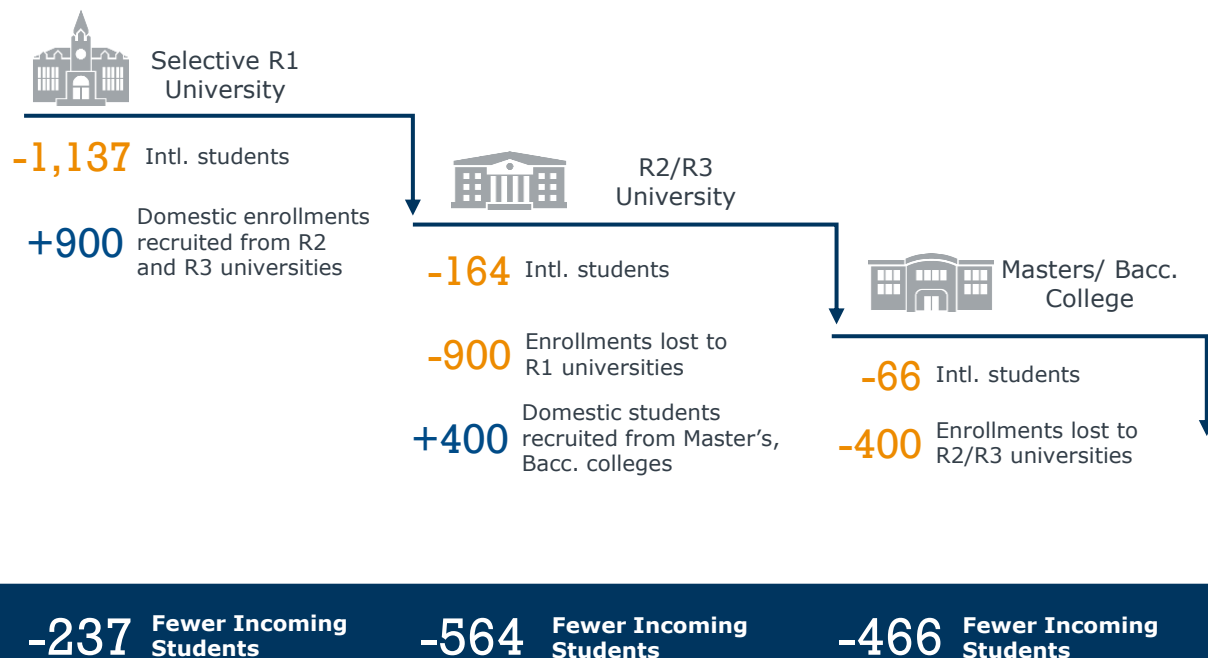
1) EAB projections included for years 2020 onward.

No Institution Immune from International Downturn

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As R1s Look to Enroll “Down the Waitlist,” All Segments Face Tighter Competition

Illustrative Example



Putting Academic Expenses Under a Magnifying Glass⁹

Use APS Data to Identify Cost Reduction Opportunities

Assessing Optional and Non-Essential Academic Expenditures



Instructional Spending

Determine Necessary Course and Section Offerings (Today's session)

- Eliminate or reduce unnecessary sections to align with projected student demand



Assign Full-Time and Contract Instructors (May 28 session)

- Use information about your course and section offerings to assign full-time instructors to necessary sections and use contract instructors to support capacity gaps



Non-Instructional Spending

Review High Cost Departments (June 3 session)

- After examining instructional spending, review non-instructional spending
- Use benchmarking data to identify opportunities to ease costs

- 1 Identify Opportunities to Reduce Non-Essential Low-Fill Course Offerings
- 2 APS Platform Demonstration
- 3 Available Takeaway Resources
- 4 Questions from the Audience

Examine Low-Fill and Single Section Courses



Minimize Unnecessary Course Offerings

The Cost of Offering More Sections than Needed



Results in excess capacity and consumes instructional resources



Full-time instructors can be reassigned to high-demand and necessary courses



Consider reviewing your minimum and maximum class size policies.

Reduce Course Offerings to Align with Student Demand

APS Analyses

Cancel low-fill sections not critical to degree path

- > **% Classes Size < 10 KPI:** Review each small section offered in Fall 2019 and cancel non-critical sections for Fall 2020

Reduce frequency of single section courses

- > **Single Section Fill Rates Report:** Review each single section course offerings and assess if course could be offered less frequently or postponed to Spring 2021

Identify Multi-Section Consolidation Opportunities

2 Steps to Calculate Number of Sections Using Enrollment Projections

1 Make Enrollment Projections for Next Term

- Designate who is responsible for determining the adjustment factor
 - Begin with the previous year's enrollment +/- the adjustment
-
- Option 1: Adjust by overall percentage assumption by course
 - Option 2: Adjust by program and student level

2 Determine the Number of Necessary Sections

- Based on existing caps, decide on the number of necessary sections to offer next term
- Identify section consolidation opportunities

APS Analyses

- **Student Classification filter:** Select Freshman, Sophomore, etc.
- **View Course Section Level Trends Drill-In:** Identify large multi-section course
- **Earned Credits and Final Grades by Course Code:** Divide "# Students" by "# Sections." Adjust for enrollment projection.
- **Intercurricular Dependencies by Department:** Drill down to the course code to see Total Attempted SCH. Divide by number of credit hours to get number of students. Adjust for enrollment projection.

APS Platform Demonstration

Determine Fall 2020 Course and Section Offerings



Live Demo

Resources Available Today

Actionable Next Steps to Apply Learnings from This Session

Strategy 1: Cancel non-critical low-enrollment sections

Single section and low-enrolled courses consume instructional resources that could potentially be more efficiently used elsewhere. Full-time instructors can be reassigned to high-demand and necessary courses to support student progress priorities.

1. Using the Course Type and Course Division filters on the Courses tab in the APS Analytics dashboard, instruct your analysts to using the following for similar groupings:

- Graduate courses (particularly seminars) where low enrollment is expected
- Individual instruction courses (including thesis, research experiences, etc.) where enrollment is expected to be one or two students
- Undergraduate or lower-level lecture courses where low enrollment is likely and pedagogically justified. Alternatively, look at sections with high total expenses.

2. Review each small section offered in Fall 2019. Categorize each section based on the contribution to institutional mission and student path to degree. Cancel non-critical sections for Fall 2020.

Key report: # of Classes with Size <10
Location: APS Analytics dashboard, Courses tab
Goal: Identify the number of sections with low enrollment in 2019-20 AY that can be canceled

Course Planning for Fall 2020

Assumptions (Input based on feedback from Enrollment Management/Registrar)

Student Classification: ☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior

Enter change in enrollment as a percentage. For example, a decline of 10% for freshmen would be input as "-10%."

Course Model

Course Code:

Fall 2020

Enrollment by Student Classification

Student Classification: ☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior

Enrollment:

Total Enrollment:

Max Cap:

Fall 2020

Enrollment by Student Classification

Student Classification: ☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior

Proposed Enrollment:

Proposed Total Enrollment:

Proposed Number of Sections Needed:

Step-by-step guide, questions for consideration, and an Excel template to support your Fall 2020 course planning



Be on the Lookout!
You'll receive these in an email later today.

Questions from the Audience

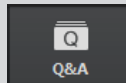
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