

Session 4 | Thursday, October 7

Group Topic: Launching an Annual Unit Health Check-Up Process

Use this worksheet and supplementary handout to start planning the launch of your institution’s annual unit health check-up process. After today’s session, connect with your colleagues to discuss ideas, collect their feedback, and make a concrete plan to take action. Follow up with your Strategic Leader for support.

- 1
- What are your goals for launching an annual unit health check-up process at your institution? Consider how this new, or iterated, process will support your institutional and academic unit-level priorities.

- 2
- Who will be involved in the design, implementation, and evaluation of the annual unit health check-up process? Consider if there are individuals, such as data savvy deans or department chairs, who can help champion the process with colleagues.

Open the document titled Annual Health Check-Up Toolkit. Scroll to the How-to Guide for Selecting Metrics for Your Templated Report tool on page 22. Use this tool to inform your metric selection for your institution's annual health check-up template.

Due to the comprehensive nature of an annual health check-up process, metrics are categorized by topic in this tool. We aggregated the most commonly selected APS metrics from each category, which you'll find summarized on pages 23-25. However, we recommend you choose a select few; the "right" number of metrics is whatever is right for your institution. Additionally, many of the metrics can also be used to inform other planning processes, such as course capacity management and faculty line planning.

## Enrollment Trends

### 3 Scroll to the Enrollment Trends category on page 26. Review the metrics on pages 26-30.

What metrics will you consider including in your template? Check the boxes below.

☐ Attempted SCH by Dept

☐ Enrollment in Programs – Student Headcount

☐ 3-Yr Trend, Migration In and Out

☐ 3-Yr Growth in Attempted SCH by Dept

☐ 3-Yr Trend, Enrollment in Programs – Student Headcount

☐ Migration In: Three Questions to Ask

☐ Total Attempted SCH

☐ Fall-to-Fall Retention vs. 3-Year Trend in Program Enrollment

☐ Migration Out: Three Questions to Ask

☐ 3-Yr Trend, Total Attempted SCH

☐ Migration Overview, Past Three Years

☐ 3-Yr Average Growth in Student Enrollment by Standard Dept

☐ Intercurricular Dependencies by Dept

☐ Migration In and Out – Student Headcount

### 4 Are there other data points available in the APS platform, or your institution's own data sources that you would like to include?

### 5 How do these metrics align with your institution's strategic goals, and how will they be used to inform decisions regarding instructional resource allocation, faculty line allocation, and more?

- 6 What qualitative questions, if any, would you like to include for users to provide extra context to the data?

- 7 Use this space to record additional notes regarding this section of the worksheet that you wish to reflect on later.

## Course Capacity

**8 Scroll to page 31, the beginning of the Course Capacity category. Review the metrics on pages 31-34.**

What metrics will you consider including in your template? Check the boxes below.

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> % of Sections with Size < 10                         | <input type="checkbox"/> Median Section Class Size for Selected College(s) | <input type="checkbox"/> Section-Level Capacity Information |
| <input type="checkbox"/> Median Section Fill Rate                             | <input type="checkbox"/> % of Courses with Fill Rate $\geq 90\%$           | <input type="checkbox"/> Median Class Size Benchmark        |
| <input type="checkbox"/> Median Section Class Size for All Colleges and Depts | <input type="checkbox"/> Course-Level Capacity Information                 |   |

**9** Are there other data points available in your institution's own data sources that you would like to include?

**10** How do these metrics align with your institution's strategic goals, and how will they be used to inform decisions regarding instructional resource allocation, faculty line allocation, and more?

- 11** What qualitative questions, if any, would you like to include for users to provide extra context to the data?

- 12** Use this space to record additional notes regarding this section of the worksheet that you wish to reflect on later.

## Instructional Staff Capacity

- 13** Scroll to page 35, the beginning of the Instructional Staff Capacity category. Review the metrics on pages 35-38.

What metrics will you consider including in your template? Check the boxes below.

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Instructional Staff Headcount           | <input type="checkbox"/> Number of Credit Hours                     | <input type="checkbox"/> Percentile Distribution of Credit Hours Taught            |
| <input type="checkbox"/> Trends in Instructional Staff Headcount | <input type="checkbox"/> Percentile Distribution of Sections Taught | <input type="checkbox"/> Trends in Credit Hours Taught                             |
| <input type="checkbox"/> Total Headcount                         | <input type="checkbox"/> Trends in Median Sections Taught           | <input type="checkbox"/> Instructors Teaching Students in Our Program of Study     |
| <input type="checkbox"/> Number of Sections                      | <input type="checkbox"/> Percentile Distribution of SCH Taught      | <input type="checkbox"/> Instructional Workload Measures (per Instructor and IFTE) |
| <input type="checkbox"/> Number of Student Credit Hours          | <input type="checkbox"/> Trends in Median SCH Taught                |  |

- 14** Are there other data points available in your institution's own data sources that you would like to include?

- 15** How do these metrics align with your institution's strategic goals, and how will they be used to inform decisions regarding instructional resource allocation, faculty line allocation, and more?

- 16** What qualitative questions, if any, would you like to include for users to provide extra context to the data?

- 17** Use this space to record additional notes regarding this section of the worksheet that you wish to reflect on later.

## Instructional Costs

- 18** Scroll to page 39, the beginning of the Instructional Costs category. Review the metrics on pages 39-40.

What metrics will you consider including in your template? Check the boxes below.

- |   |   |
|---|---|
| <input type="checkbox"/> Trends in Cost per Credit Hour                   | <input type="checkbox"/> Cost per SCH           |
| <input type="checkbox"/> Cost Per Credit Hour by Account Category by Dept | <input type="checkbox"/> Trends in Cost per SCH |

- 19** Are there other data points available in your institution's own data sources that you would like to include?

- 20** How do these metrics align with your institution's strategic goals, and how will they be used to inform decisions regarding instructional resource allocation, faculty line allocation, and more?



- 21** What qualitative questions, if any, would you like to include for users to provide extra context to the data?

- 22** Use this space to record additional notes regarding this section of the worksheet that you wish to reflect on later.

## Student Progress and Outcomes

- 23** Scroll to page 41, the beginning of the Student Progress and Outcomes category. Review the metrics on pages 41-46.

What metrics will you consider including in your template? Check the boxes below.

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Completion Rate vs. Attempted Credit Hour Production by Course | <input type="checkbox"/> Earned Credits and Final Grades by Course Code  | <input type="checkbox"/> 3-Yr Trend, Graduates from Programs – Student Headcount              |
| <input type="checkbox"/> Courses with Highest Unearned Credit Hours                     | <input type="checkbox"/> Final Grades Earned by Students in Your Program | <input type="checkbox"/> Enrollment, Graduates, and Fall-to-Fall Program Retention by Program |
| <input type="checkbox"/> % of Students Earning Credit                                   | <input type="checkbox"/> Course Completion by Standard Dept              | <input type="checkbox"/> Program Graduation Rate After 60 Institutional Credits               |
| <input type="checkbox"/> 3-Yr Trend, % of Students Earning Credit                       | <input type="checkbox"/> Graduates from Programs – Student Headcount     | <input type="checkbox"/> Count of Students in Your Program Receiving D/F/W                    |

- 24** Are there other data points available in your institution's own data sources that you would like to include?

- 25** How do these metrics align with your institution's strategic goals, and how will they be used to inform decisions regarding instructional resource allocation, faculty line allocation, and more?

- 26 What qualitative questions, if any, would you like to include for users to provide extra context to the data?

- 27 Use this space to record additional notes regarding this section of the worksheet that you wish to reflect on later.

- 28** Now that you have an idea about the types of and specific metrics you would like to include in your institution's annual health check-up template, who on your campus will you connect with next to start putting the template together?

**We recommend you use the rest of the Annual Health Check-Up Toolkit to guide the design of your process. Please don't hesitate to reach out to your Strategic Leader for support, as well as colleagues you've connected with over the APS Summit Series for recommendations or idea sharing.**