EAB

Create an Annual Unit Health Check-Up Process and Embed APS Data Use

APS Annual Health Check-Up Toolkit

Academic Performance Solutions

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Disclaimer: Content within this document is proprietary and confidential. For additional details, please see page 2.

Executive Summary

Overview

This toolkit is designed to guide academic leaders through the process of creating and implementing an effective annual department health check-up process. It provides resources and tools to help users:

- Understand the importance and impact of conducting department health check-ups annually
- Select metrics that align departmental, program, and institutional priorities
- Leverage reports and analyses in the APS platform to measure departmental and program health and performance
- Decide on next steps to take after analyzing annual check-up reports

Intended Audience

Provosts, associate provosts, deans, department chairs, and others who are responsible for evaluating departmental performance will benefit from this toolkit the most. Readers should use this resource to inform their communications about decisions involved in the creation of their annual departmental review process.

Types of Tools Provided

Use these ten tools to inform how you develop a department health check-up process that leverages the APS platform, as well as communicate the process to academic leaders. Throughout the toolkit, you'll also find links to other helpful resources.

1. Readiness Assessment
2. Milestones Timeline
3. Talking Points
4. Follow-up Introduction E-mail Template
5. Pick Your Metrics
6. How-to Guide for Locating and Interpreting Selected Metrics
7. Supporting Resources E-mail Template
8. Sample Annual Health Check-Up Report
9. Results Worksheet
10. Reflection Guide

Introduction

Introduction to Annual Department Health Check-Ups

Six Principles to Guide Frequent Department and Program Reviews

Oftentimes, department leaders don't have insight into the influential role they play in their institution's long-term success. Department leaders may think their decisions, such as hiring faculty or scheduling courses, solely affect their departments. However, all these decisions gradually add and ultimately impact their institution's strategic priorities. To ensure institutional and departmental priorities are aligned, EAB recommends institutions conduct department health check-ups annually, which require review of programs within each department.

The most effective annual department health check-ups are those that are informed by department and program-level data. Provosts and teams review data, set goals, diagnose challenges, and outline specific actions departments should take and why. This process encompasses a variety of criteria, so leveraging an agreed-upon data source is essential. These six principles can help guide your annual department health check-up process.

1  Find the Right Frequency

Hold a formal evaluation conversation, at least annually

Annual department health check-ups and planning conversations allow department leaders to make a greater number of immediate decisions about scheduling, hiring and promotion, and more. Since traditional program reviews typically occur every four to seven years, it is also critical to review programs within each department during these annual conversations.

What is an annual health check-up?

- It is a back-and-forth data-informed discussion based on a common data set to ensure accuracy and efficiency, not an opportunity to grade a department or program, or for a department leader to feel required to make a case for a budgeting decision.
- Academic leaders, such as the provost and associate provosts, review department and program data, interpret performance based on goals, adjust goals as necessary to prevent transition-driven disruption, and determine next steps for improvement or continued success with key decision makers.

2  Make It Easy

Minimize reporting burden on department chairs and other academic leaders

To have productive data-informed conversations, provosts and other academic stakeholders must agree on a single source of data that is accessible to all users.

Why is an agreed-upon data set important?

- Department chairs, who are typically asked to submit their own data or receive reports from others in their department, are neither trained nor can devote sufficient time to successfully complete reports or analyze data.
- Different data sets result in wildly different results, which can make comparing results across departments inefficient and unproductive.

Source: EAB interviews and analysis.

Introduction cont.

3 

Know Where You Stand

Share data on internal and external benchmarks openly

As long as the distinction among different departments' missions and goals is clear, an accessible dashboard of performance metrics improves transparency across departments.

Why should department and program performance data be accessible?

- Transparency in data fosters trust and cooperation across departments, regardless of whether or not they share similarities.
- Departments can view the data and non-competitively benchmark their performance against other departments to focus on areas for improvement.

4 

Make It Matter

Reward improvement with recognition and resources

Tie or combine unit planning and improvement to discretionary resources in order to direct departmental efforts towards the right priorities.

How should rewards be allocated?

- Institutions should distribute rewards based on departmental progress against past performance, measured by a set of strategic metrics.
- Rewards, such as funding, should be discretionary and used for one-time expenses rather than for recurring expenses, like salaries.

5 

Open the Black Box

Connect performance and data to major resource decisions

To dispel the common belief amongst department leaders that long-term resource decisions are made in a "black box" – opaquely, arbitrarily, and/or subject to favoritism – provosts and deans should be transparent when making these decisions.

How can provosts and deans open the "black box"?

- Provosts and deans should make long-term, valuable resource decisions using data that is available to everyone.
- They should also provide reasoning for their decisions, so that department leaders can adequately prepare for future resource requests.

6 

Choose What's Important

Prioritize a small number of goals to focus on each year

Annual department health check-ups should result in two to four strategic goals that have clear direction and are manageable in the allotted timeframe.

Why is a small number of goals better than a large number?

- A small number of goals allows departments to focus their strategy and actions on a few mission-critical items: areas to improve or areas in which they can contribute more to institutional goals.
- An overabundance of goals is often too broad for departments to focus on, which hinders accountability and progress.

Source: EAB interviews and analysis.

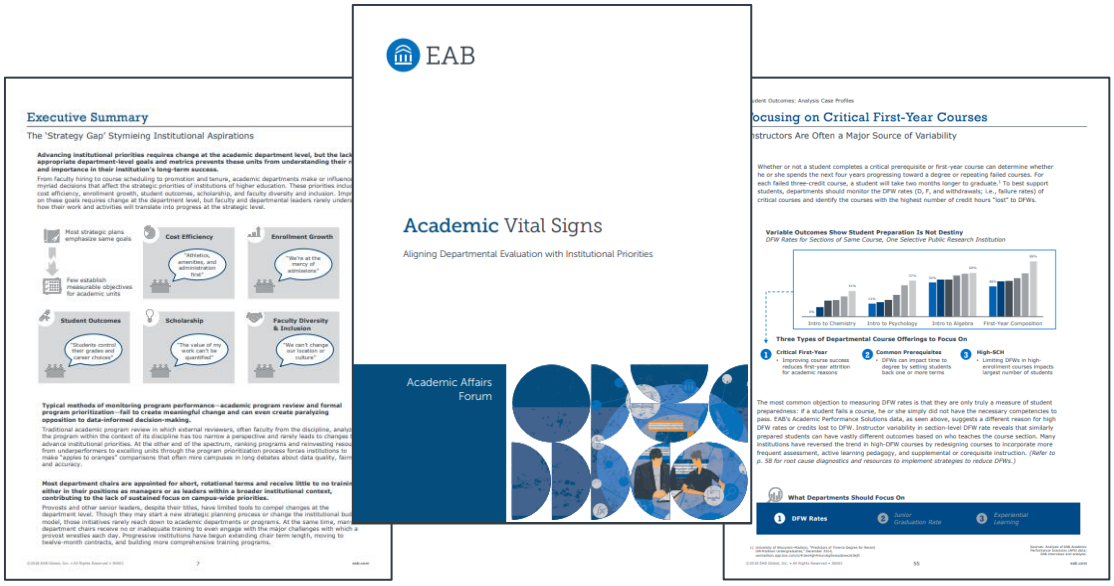
Additional Resource on Annual Department Check-Up

Academic Vital Signs

Without departmental support, institutions cannot advance their strategic priorities. However, departments often underestimate their influence and impact on institutional success as a whole. To ensure departments understand their role in this endeavor and their goals are properly aligned with those of the institution, academic leaders must keep strategic priorities at the forefront when designing an annual department health check-up process.

Strategic Priorities:

- **Cost Efficiency**: Is the department working to close its instructional capacity gap by making the best use of its resources given demand for courses?
- **Enrollment Growth**: Is the department aligning course offerings with demand, especially by term?
- **Student Outcomes**: Is the department promoting student progress?
- **Scholarship**: Is the department engaging in activities that contribute to institutional priorities, such as submitting publications?
- **Faculty Diversity & Inclusion**: Does the department foster an inclusive environment for faculty and support them throughout their careers?



Download the full resource online

EAB's academic affairs research team has created **Academic Vital Signs**. This resource outlines best practice strategies and tools to help institutions create departmental review processes that integrate departmental performance metrics which reflect institutional priorities. These metrics should follow the seven criteria below.

Aligned

Actionable

Difficult to game

Measurable

Realistic/fair

Simplified

Time-bound

Readiness Assessment

TOOL

1

Before kicking off a new annual department health check-up process for the first time, assess how prepared your institution is and identify ways to fill the gaps.

Readiness Assessment

Designing and implementing a sustainable and impactful annual department health check-up process is not an easy endeavor. It requires strategically crafting each aspect of the process and involves multiple stakeholders across campus. Take the assessment below to discern how ready your institution is to start this process.

1

Does your institution have an annual department health check-up process in place?

- ☐ Yes
- ☐ No

If you answered no, you're not alone. Many institutions don't have an annual process in place. Instead, they rely on program reviews that occur every four to seven years.

Shifting to an annual process, which is less rigorous than traditional program review, allows institutions to evaluate departmental and program health more frequently and course correct when needed.

- *Related resource: Academic Vital Signs, Principle 1: Find the Right Frequency (page 89)*

2

Is your institution using quantitative data to inform your health check-up process?

- ☐ Yes
- ☐ No

Data helps tell a story because it provides context and support; however, many institutions don't require quantitative metrics to be used in the review process. To gain a comprehensive look at departments, institutions should always require both quantitative and qualitative metrics.

Embedding the use of data in daily routine and decision-making is essential to making it the norm. Assessing your institution's data readiness is important before starting the review process.

- *Related resource: Academic Vital Signs, Defining 'Unit' Health in Higher Education (page 18)*

3

Is your health check-up process clearly articulated in a document that serves as a guide for those providing the data and information?

- ☐ Yes
- ☐ No

Because all departments are different and many institutions use both quantitative and qualitative metrics, a standardized document that serves as a guide sets departments up for a fair evaluation. It also eases the burden on department leaders or anyone else designated to provide the data and information, as it clearly outlines what is required and necessary to facilitate a productive discussion.

- *Related resource: Sample Annual Health Check-Up Report, pg. 52 in this toolkit*

Readiness Assessment cont.

4

Are there budgeting or resource decisions currently tied to unit performance?

- ☐ Yes
- ☐ No

One source of resistance during the implementation of this new process may be fear of how the data will be used. When implementing a new annual department health check-up process, institutions must be transparent about intentions. Explain how these evaluations will affect decisions, such as new faculty line requests or budget priorities. This sets departmental expectations, so departments will not feel blindsided or angered by decisions made as a result of the review process.

- *Related resource: Academic Vital Signs, Principle 5: Open the Black Box (page 93)*

5

Do academic leaders, such as deans and department chairs, have the resources to use data?

- ☐ Yes
- ☐ No

When shaping a data-informed campus, it's critical to provide academic leaders with the resources to use data. As an APS member, your institution has access to the APS platform. If your institution has not trained leaders to use the platform, please reach out to your Strategic Leader. If your institution has conducted training, offer your leaders resources to brush up on ways to use the platform.

Even if the data will be provided centrally for the review process, academic leaders still need to be trained in order to understand and interpret the data. This way, they'll be able to provide additional context to support and explain the data.

- *Related resources: On-demand videos, toolkits, and more on the Help & Training dashboard in the APS platform*

6

Does your institution have a designated project owner to ensure accountability for this process?

- ☐ Yes
- ☐ No

To successfully launch and implement a new annual department health check-up process, institutions must designate a project owner. Whether that be the provost, someone in the central office, or anyone else on campus – it's critical to designate an individual to ensure deadlines are met and the process is correctly followed.

If you answered no to any of these questions, please review the related resources and discuss next steps with your Strategic Leader. Once you feel prepared to begin creating an annual department health check-up process, use the remainder of the toolkit to get started.

Milestones Timeline

TOOL

2

Use this timeline to guide and track your progress as you design and implement a new annual department health check-up process.

Milestones Timeline

The high-level timeline below provides guidance for key steps to build and implement a new annual department health check-up process. Please reach out to your Strategic Leader to put together a more detailed and customized plan for your institution.

Month	Milestone	Target Date	Actual Date
1	Establish goals and process timelines for launching a new annual department health check-up process.		
2-3	Socialize the concept of the new process with deans. We recommend you find time during an existing meeting, such as a Deans Council meeting. ▶ *Related resource: Tool #3: Talking Points (p. 14)*		
	Introduce your goals and timeline to department chairs and gather feedback. *Although someone may be delegated to lead this initiative, we strongly recommend the provost complete this step to ensure the new process is viewed as an executive decision.* ▶ *Related resource: Tool #3: Talking Points (p. 14), Tool #4: Follow-up Introduction E-mail Template (p. 17)*		
4	Select specific metrics from the APS platform to include in your annual department health check-up guide. ▶ *Related resource: Tool #5: Pick Your Metrics (p. 19), Tool #7: How-to Guide for Selecting Metrics for Your Templatized Report (p. 22)*		
	Use the selected metrics and feedback to create a standardized annual department check-up guide for inserting data and qualitative metrics. ▶ *Related resource: Tool #7: How-to Guide for Selecting Metrics for Your Templatized Report (p. 22)*		
5	Hold rollout meetings for department chairs to share the annual department check-up guide, metrics, and supporting resources, as well as answer questions.		
	Send a follow-up e-mail to department chairs and deans with guidance and supporting resources for completing the annual guide. ▶ *Related resource: Tool #6: Supporting Resources E-mail Template (p. 50)*		
6-7	Department leaders access the data to complete the annual department check-up guide, are given data from a central source, or receive support from college or department resources, such as an analyst.		
	Collect the completed annual department check-up reports.		
8-9	Hold departmental review meetings. Typical attendees include the dean, department chair, and associate provost.		
	Prioritize the investments of resources and reward progress against goals.		
10	Complete the Results Worksheet and Reflection Guide. ▶ *Related resource: Tool #9: Results Worksheet (p. 55), Tool #10: Reflection Guide (p. 60)*		

Talking Points

TOOL

3

Before introducing the new annual department health check-up process to leaders, fill out the worksheet to prepare for questions you may receive.

Talking Points Worksheet

Complete this worksheet as a starting point for crafting your talking points. Talking points should address anticipated questions you will receive regarding the new annual department health check-up process.

Why will this process occur annually?

Consider: Frequently monitoring departmental health, more frequently assessing program health, aligning institutional and departmental priorities, promoting transparency

Why are we using APS data?

Consider: Lessening the burden on department chairs, gaining a comprehensive look at departmental health, being able to measure performance in a standardized way, making data-informed decisions

Talking Points Worksheet cont.

How will this process occur?

Consider: Deadlines, resource and support owners

How will the annual department check-up reports be used?

Consider: Making data-informed decisions about new courses and programs, impact on budgeting and resource decisions, identifying high performing departments and departments to monitor, prioritizing goals for the next year

How won't the annual department check-up reports be used?

Consider: Faculty layoffs, program cuts, severe budget cuts

Follow-up Introduction E-mail Template

TOOL

4

After introducing the annual department health check-up process to deans and department chairs, send a follow-up e-mail to reiterate the new process, its goals, and your institution's timeline.

E-mail Template: Follow-up Introduction

When launching a new process, it is critical to gain buy-in from the very start. By explaining and gathering feedback about the new annual department health check-up process, you give your deans and department chairs a chance to become acclimated to the process before it is implemented. The first introduction to the new process should occur verbally, at which point there is an opportunity for discussion. Below is an e-mail template you can send to deans and chairs after the initial introduction. Deans may also consider separately sending the e-mail to their department chairs.

From: Provost (suggested)

To: Deans, department chairs, and/or individuals who have been designated to complete the departmental review guide

Subject line: New annual department health check-up process

Dear [Names],

At [Institution Name], we're continuously striving to improve our processes to better support our campuses and institution as a whole. [Time, such as last week or yesterday], I had the opportunity to share information about the launch of our new annual department health check-up process. As we discussed, traditional academic program review, which occurs [time], is too infrequent to understand how we are making progress towards institutional goals. With our new annual department health check-up process, we hope to [Please customize list with goals. Here are some examples to get started.]:

- More frequently monitor department and program health
- Align institutional, departmental, and program goals
- Better support current and future goals
- Promote transparency across departments
- Make data-informed budgeting and resource allocation decisions

This new process will occur annually and will be launched on [date]. I have asked [Name of designated project owner] to lead this initiative. Below is our timeline [Please customize list.]:

- Kickoff meeting with department chairs: [Date]
- Annual department health check-up reports due to [Name or office]: [Date]
- Individual department meetings: [Timeframe]
- Announcement of resulting decisions: [Date]

I'm excited to determine how we can better support our departments, as well as celebrate departmental achievements together. I'm looking forward to launching this new process. If you have any questions, please let me or [Name of designated project owner] know.

All the best,

[Name]

Pick Your Metrics

TOOL

5

Use the Department/Program Review tab on the Program Analytics Dashboard and other metrics in the APS platform to include in your annual health check-up guide, or templatized report, for department chairs or other designated individuals to complete. Before choosing your metrics, learn how one member embedded specific APS metrics into their own process.

Department/Program Review Template in APS Platform

The Program Analytics dashboard in APS includes a recommended compilation of metrics for department and program review. Institutions are also encouraged to consider other metrics throughout the APS platform to ensure that their annual department health check-up reflects their strategic priorities.

Suggested APS Reports to Include in Annual Department Health Check-Up Guide

The nine reports below are located on the Department/Program Review tab on the Program Analytics dashboard. The tab is divided into three strategic areas, each of which includes metrics that focus on both departments and programs: a metric for the selected department(s)/program(s), college comparison, and a more detailed look.

Strategic Area		*APS Report*	*Informs About Department or Program Performance by Showing…*
Students Served	1	Percent of Attempted Student Credit Hours (SCH) Taught to Own Majors and Service Majors	Breakdown of SCH taught to own and service majors by the department
	2	Student Headcount by Program	Number of students enrolled in program(s) of study offered by the selected college/departments
Student Progress	3	Median Completion Rate – Own and Service Majors	Median course completion rate for all students, own majors, and service majors in the department
	4	Median Graduation Rate After 60 Credits	Percentage of students who graduated from the program within three years of attaining 60 cumulative credits from the institution
Instructional Staff	5	Headcount by Instructor Type	Distribution of instructors by instructor type
	6	Median SCH Taught per Instructor	Median workload per instructor measured in SCH
	7	Percentage of Headcount by Instructor Type	Mix of instructors who taught coursework taken by students

Additional Suggested Reports

In addition to reports on the Department/Program Review tab in the Program Analytics dashboard, we recommend including metrics from various other dashboards in the APS platform. These metrics can inform multiple departmental resource decisions and provide leaders with granular insight into needs, as well as surface opportunities to enhance instructional resource efficiencies.

Please reference Tool 7: How-to Guide for Selecting Metrics for Your Templatized Report in this document.

Case in Brief: Specify Metrics in Annual Review Process

Public Master's University, Achieving Standardization with Data

Like many institutions, this university did not use standardized data for program and school-level review. In previous years, the university's Institutional Research office created lengthy, custom data packs for each department to include in their annual reports. Department chairs then attached these data packs to their self-written narratives, which varied quite extensively in content and typically comprised the majority of the reports.

Through their partnership with APS, the university now has easy access to standardized metrics. By requiring APS metrics be used in annual review documents, the university has achieved standardization and transparency across campus.

Process for Preparing Reports

The university's annual review process starts at the program level and progresses up through the college level, each level building upon the previous. By requiring each level to complete required templates, university leadership inspires collaboration and transparency across academic leaders.

1 Program- and Department-Level Reports

Each program completes the required template. After, each department collects them to create a school-level report covering:

- Major goals and accomplishments
- Evaluation of program's status
- Major goals and action plans for next academic year
- Program assessment progress
- Review of printed and electronic material

2 College-Level Executive Summary

Dean compiles department-level reports to generate an executive summary.

Purpose of summary:

- Deliver high level overview of college performance and health using data
- Advocate selective college initiatives to the Provost

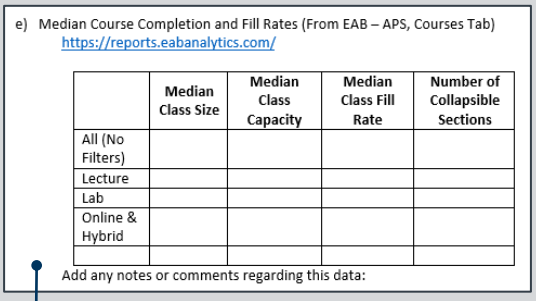
3 Annual Review

Committee evaluates all executive summaries. Comprehensive bottom-up generated reports allow committee to:

- Evaluate accomplishments and plans
- Transparently assess how schools used information to improve their curriculum and processes
- Establish or update current goals

APS Metrics Required in Reports:

1. Median Class Size
2. Median Class Capacity
3. Median Course Completion Rate
4. Class Fill Rate
4. Number of Collapsible Sections
5. Trends in Distinct Course Offerings by Course Type



e) Median Course Completion and Fill Rates (From EAB – APS, Courses Tab)
https://reports.eabanalytics.com/

	Median Class Size	Median Class Capacity	Median Class Fill Rate	Number of Collapsible Sections
All (No Filters)				
Lecture				
Lab				
Online & Hybrid				

Add any notes or comments regarding this data:

Template outlines which APS metrics to include, as well as which tab to find them on in the APS platform.

Formalizing the Review Process for Sustainable Use

- ☑ Standardized data and templates used in review process
- ☑ Established clear expectations for preparation and goals of review process
- ☑ Coordinated across planning units to ensure future goals are related to priorities beyond the school

How-to Guide for Selecting Metrics for Your Templatized Report

TOOL

6

This guide serves as a library of the most popular metrics selected by APS partners to include in their institution's annual health check-up templatized report. Select the metrics that reflect and align with your institution's priorities and goals.

Throughout this guide, a key indicates if a report can also be used in your institution's course capacity management and/or faculty line processes.

Metrics by Category

Due to the comprehensive nature of an annual health check-up, metrics are categorized by topic. Many of the metrics that we recommend your institution include in your annual health check-up document can also be used to inform other planning processes, such as course capacity management and faculty line planning.

Enrollment Trends

Report: Attempted SCH by Department; 3-Year Growth in Attempted SCH by Department 26

KPIs: Total Attempted SCH, 3-Year Trend Rate 26

Report: Intercurricular Dependencies by Department 27

KPIs: Enrollment in Programs - Student Headcount; 3-Yr Trend Rate 28

Report: Fall-to-Fall Program Retention vs. 3-Year Trend in Program Enrollment 28

Report: Migration Overview, Past Three Years 28

KPIs: Migration In and Out – Student Headcount; 3-Year Trend 28

Report: Migration In: Three Questions to Ask 29

Report: Migration Out: Three Questions to Ask 29

Report: 3-Yr Average Growth in Student Enrollment by Standard Department 30

Course Capacity

KPI: % of Sections with Size < 10 31

KPI: Median Section Fill Rate 31

KPIs: Median Section Class Size for All Colleges and Departments; Median Section Class Size for Selected College(s) 32

KPI: % of Courses w/ Fill Rate >=90% 32

Reports: Course-Level Capacity Information; Section-Level Capacity Information 33

Report: Median Class Size Benchmark 34

Metrics by Planning Process continued

Instructional Staff Capacity

Reports: Instructional Staff Headcount; Trends in Instructional Staff Headcount 35

KPI: Total Headcount 35

KPIs: Number of Sections; Student Credit Hours; Credit Hours 36

Reports: Percentile Distribution of Sections Taught; Trends in Median Sections Taught 36

Reports: Percentile Distribution of Student Credit Hours (SCH) Taught; Trends in Median Student Credit Hours (SCH) Taught 37

Reports: Percentile Distribution of Credit Hour Taught; Trends in Credit Hour Taught 37

Report: Instructors Teaching Students in Our Program of Study 38

Report: Instructional Workload Measures (per Instructor and per Instructional FTE) 38

Instructional Costs

Reports: Trends in Cost Per Credit Hour; Cost Per Credit Hour by Account Category by Dept . . .39

KPI: Cost per SCH 40

Report: Trends in Cost per SCH 40

Metrics by Planning Process continued

Student Progress and Outcomes

Report: Completion Rate vs. Attempted Credit Hour Production by Course 41

Report: Courses with the Highest Unearned Credit Hours 42

KPIs: % of Students Earning Credit; 3-Year Trend Rate 42

Report: Earned Credits and Final Grades by Course Code 43

Report: Final Grades Earned by Students in Your Program, by Course and Section, Selected Year 43

Report: Course Completion Rate by Standard Department 44

KPIs: Graduates from Programs – Student Headcount; 3-Yr Trend 44

Report: Enrollment, Graduates, and Fall-to-Fall Retention by Program 45

Report: Program Graduation Rate After 60 Institutional Credits 45

Report: Count of Students in Your Program Receiving D/F/W, by Course and Section, Total Across Past Three Years 46

In this guide, a key (below) will indicate for which additional planning process(es) the metric can support, in addition to annual health check-ups.

Enrollment Trends

Get Started: Set Your Filters

- Campus Name: Select a campus if you have a campus-specific institution and would like to focus on enrollments in coursework offered at a specific campus
- Department Name: Select a department name
- Term: Remove academic terms that might require separate analysis for instructional capacity, such as *Summer*
- Course Division: View specific course analyses, such as those relating to lower division, upper division, or graduate coursework
- Student Level / Student Classification: Focus on the enrollments of certain types of students, such as undergraduate/graduate or freshmen/sophomore/junior/senior

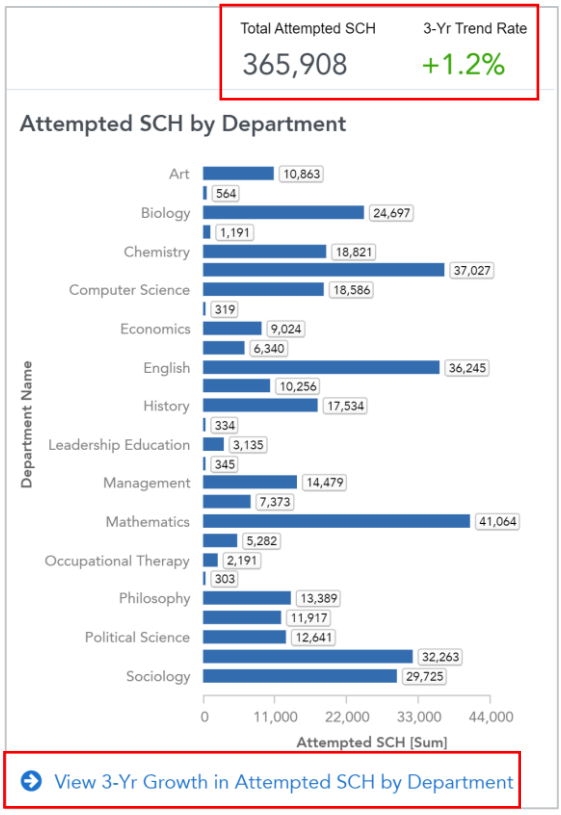
Within the APS platform, there are several reports you can use to view trends in enrollment to gain insight into how student demand has changed and discern if demand is being adequately met or over-met. Choose the reports that best serve your institution; it is not necessary to use all reports outlined in this guide.

1 Reports: Attempted SCH by Department; 3-Year Growth in Attempted SCH by Department

KPIs: Total Attempted SCH, 3-Year Trend Rate

Find it: Department & College Analytics dashboard, Departments Overview tab, Student Demand for Coursework section

Use this report to monitor the sum and change in attempted student credit hours over time. These metrics can inform an understanding about demand and capacity utilization, and help users gain insight into which departments are attracting students for coursework and where students are spending more of their time.



Applicable Processes

- Annual Health Check-Ups
- Course Capacity Management
- Faculty Line Planning

2 Report: Intercurricular Dependencies by Department

Find it: Program Analytics dashboard, Department/Program Review tab, Students Served section

Use this report to understand the relationship departments have with one another and with the institution as a whole. Some departments primarily offer courses for program majors, while other departments offer courses to enrich students' educations. Determine where dependencies exist at the department and course-levels to surface potential opportunities to enhance curricular partnerships between departments and determine which types of courses best serve students in each department.

Intercurricular Dependencies ... » Attempted SCH [Sum] - wo/ Gra... ⋯

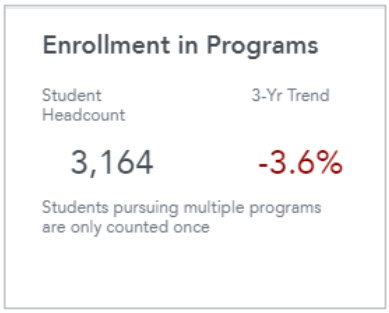
	Program Department Na	English	Communication	Sociology	Biology	Business	Psychology
Course Code	Course Name	Total Attem	Total Attempted S	Total Attem	Total Atte	Total Atte	Total Attemp
COMM101R	COMM101R	3,513	1,521	1,458	3,078	1,878	1,284
ENGL112L	ENGL112L	3,213	996	1,755	4,440	1,230	1,932
ENGL110C	ENGL110C	3,303	696	1,524	4,167	1,110	1,377
ENGL211C	ENGL211C	2,778	1,053	1,545	2,256	1,215	1,248
HIST104H	HIST104H	2,904	597	1,188	2,874	900	1,068
PHIL110P	PHIL110P	2,394	885	1,503	2,775	150	1,749
SOC201S	SOC201S	1,218	381	2,877	4,734	120	2,400
PHIL230E	PHIL230E	1,047	297	354	687	2,457	603
HIST102H	HIST102H	1,506	228	417	1,392	372	525
FREN323	FREN323	69	30	9	12	3,132	33

Applicable Processes

- Annual Health Check-Ups
- Course Capacity Management
- Faculty Line Planning

3 KPIs: Enrollment in Programs - Student Headcount; 3-Yr Trend Rate

Find it: Program Analytics dashboard, Program Portfolio tab, Overview section



Similar to tracking growth in demand for coursework offered by departments, understanding growth trends for programs provides insight on a key indicator of health. Programs with high enrollment and positive enrollment trends are more likely to be healthy while those with suffering enrollments may require additional attention.

Use the Key Performance Indicators (KPIs) to attain a high-level understanding of enrollment in programs and their respective growth rates.

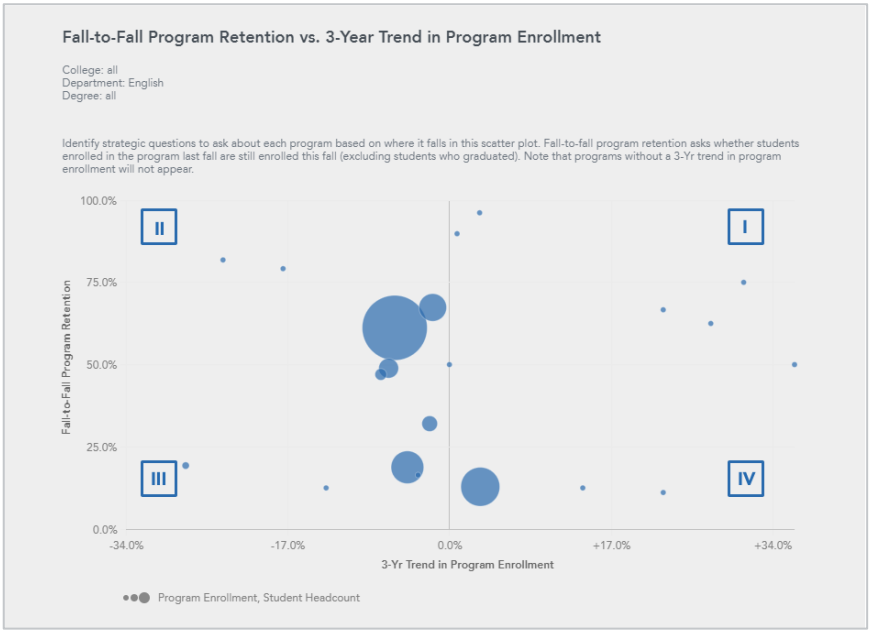
Applicable Process

- Annual Health Check-Ups

4 Report: Fall-to-Fall Program Retention vs. 3-Year Trend in Program Enrollment

Find it: Program Analytics dashboard[1], Program Portfolio tab, Portfolio Analysis section

Fall is often the typical measure of official program enrollments for the academic year. Use this report to identify programs in which students are persisting or leaving fall-to-fall, as well as programs with capacity constraints or excess capacity. The relationship between fall-to-fall program retention and program enrollment can be used to help gauge the performance of a program and indicate potential next steps. For instance, a program with declining enrollments and low retention may suggest areas for improvement, such as reducing curricular complexity or difficulty while maintain academic rigor.



Applicable Process

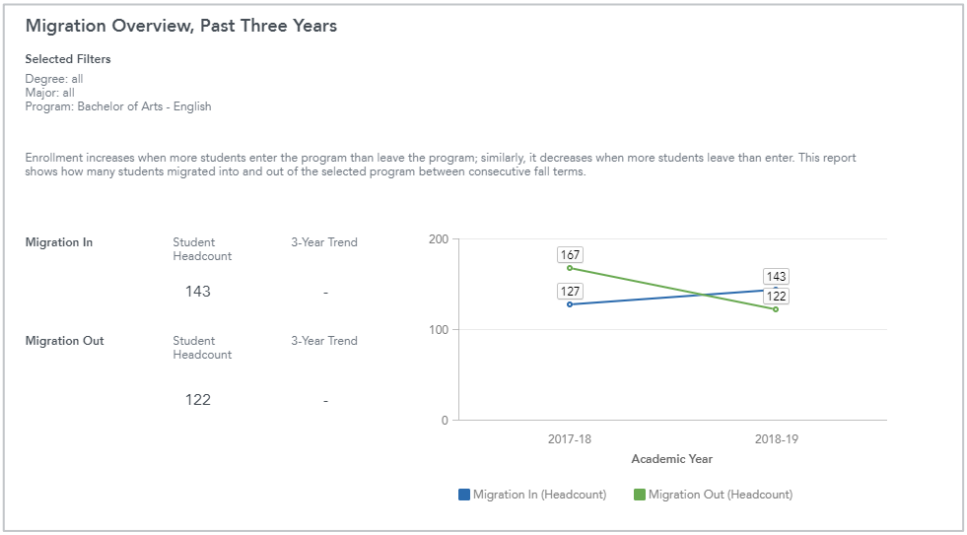
Annual Health Check-Ups

5 Report: Migration Overview, Past Three Years

KPIs: Migration In and Out – Student Headcount; 3-Year Trend

Find it: Program Analytics dashboard, Program Enrollment and Student Progress Drivers tab, Migration Analysis section

Use this report to understand the program's migration trends. Migration trends contribute to enrollment trends, thus are additional indicators of program health. The chart in the report shows the number of students who migrated into and out of a program between consecutive fall terms. Migration In represents students who entered the program; Migration Out represents students who left the program.



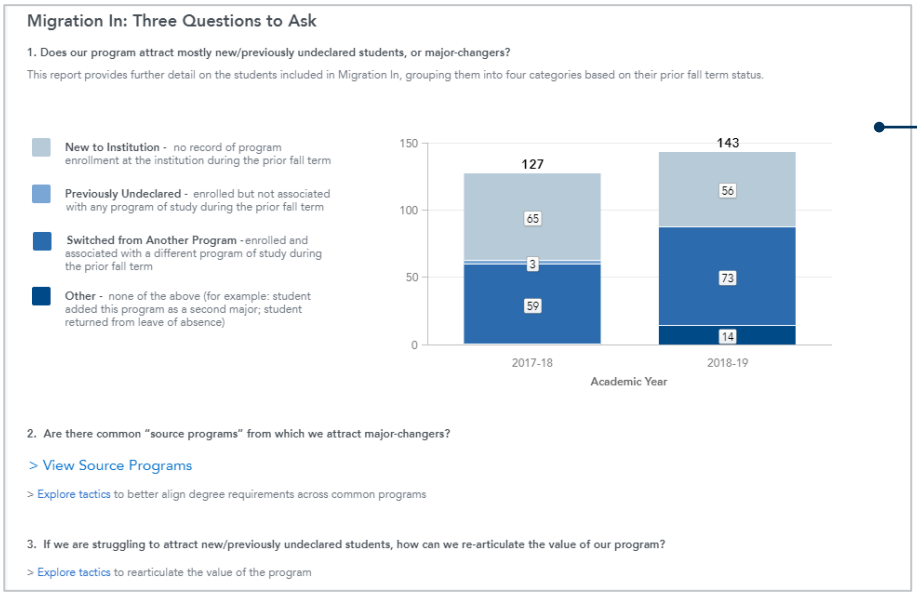
Applicable Process

Annual Health Check-Ups

6 Migration patterns can reveal connections within an institution's units. For example, Bachelor of Science – Biochemistry is a source program from which students migrate to the Bachelor of Science – Chemistry program. Particularly strong connections, either attracting or drawing students away, can inform conversations about curriculum. If students are moving into a program from another program in large numbers, it may be worth considering what kinds of courses can ease that transition and support students' paths to degree. On the other hand, if students are moving out of a program to another program, it may be worth considering what factors are contributing to that movement and how the program can better articulate its value to retain students.

a Report: Migration In: Three Questions to Ask

Find it: Program Analytics dashboard, Program Enrollment and Student Progress Drivers tab, Migration Analysis section

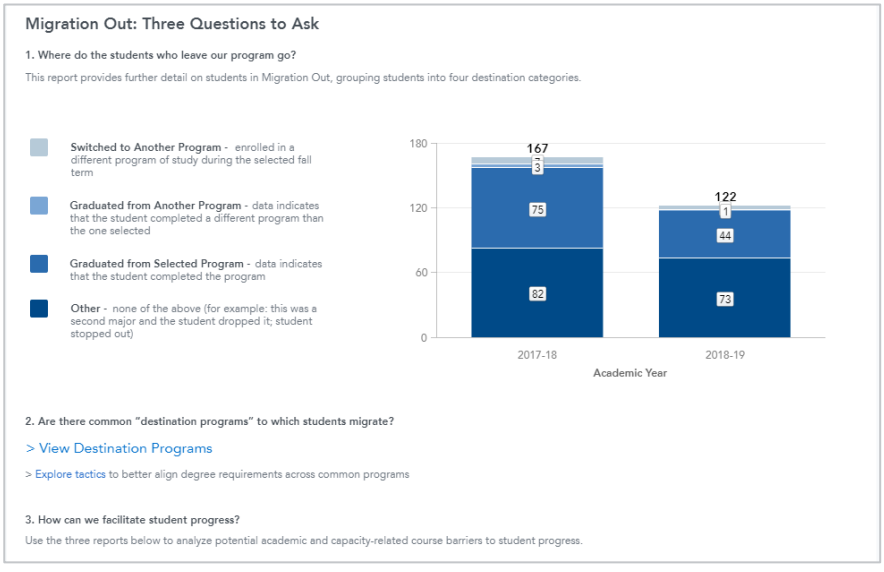


Both the Migration In and Migration Out (below) reports contain three questions one should ask oneself to understand migration trends.

- Dig into the **Source Programs and Destination Programs reports** to identify which programs students are migrating to and from in order to identify program connections.
- Use the embedded links to view EAB best practice research tactics and strategies to re-articulate the program's value and better support student progress.

b Report: Migration Out: Three Questions to Ask

Find it: Program Analytics dashboard, Program Enrollment and Student Progress Drivers tab, Migration Analysis section



Applicable Process

Annual Health Check-Ups

Once you have achieved an understanding of enrollment trends from your institution's own units, use APS benchmarking data to further contextualize your findings. This report shows how your institution's enrollment in the standardized benchmarking department compares to that of the benchmarking cohort.

7 Report: 3-Yr Average Growth in Student Enrollment by Standard Department

Find it: Partner Benchmarks dashboard, Enrollment tab, Department-Level Enrollment Benchmarks section

This table shows how your institution's growth in attempted credit hours compares to that of the cohort, and how the two values differ. In this example, the English department is facing similar declines in demand as that of peer institutions. However, if your institution's value is lower than that of the cohort, there may be opportunity to enhance recruitment efforts to the department, such as rearticulating the value of your curriculum.

3-Yr Average Growth in Student Enrollment by Standard Department

Standard Department Name	# of Cohort Members	Cohort Weighted Average	My Institution	Difference (My Inst - Cohort)
English Language And Literature	9	-2.8%	-2.4%	+0.4%
Rollup	-	-2.8%	-2.4%	+0.4%

Applicable Process Annual Health Check-Ups

Course Capacity

Get Started: Set Your Filters

- Department Name: Select a department name
- Term: Remove academic terms that might require separate analysis for instructional capacity, such as *Summer*
- Course Division or Course Level: Perform separate analyses on course division or course level, such as selecting 100-Level and Lower Division to analyze gateway courses
- Course Type: Remove course types that might skew course data, such as *Individual Instruction, Practicum,* and *Studio*
- Course Prefix: Select the course(s) you wish to investigate, such as CALC
- Course Code: Select a specific course to achieve more granularity, such as CALC101

Within the APS platform, there are several reports you can use to monitor and manage course capacity. In the APS platform, course capacity is typically characterized by fill rate, class capacity, and class size. Choose the reports that best serve your institution; it is not necessary to use all reports outlined in this guide.

1 KPI: % of Sections with Size < 10

Find it: Department & College Analytics dashboard, Class Capacity Utilization tab, Class Capacity Utilization section

This report generates the percentage of sections offered (based on your filters set) that have less than ten students enrolled. EAB research shows that ten students can act as a benchmark "breakeven" number in terms of cost of instruction vs. revenue from tuition. Click on the hyperlinked value to open a drill-down that will show you all the classes that fall in this category, their total enrollment vs. total capacity, and other details down to the course reference numbers for individual sections.

2 KPI: Median Section Fill Rate

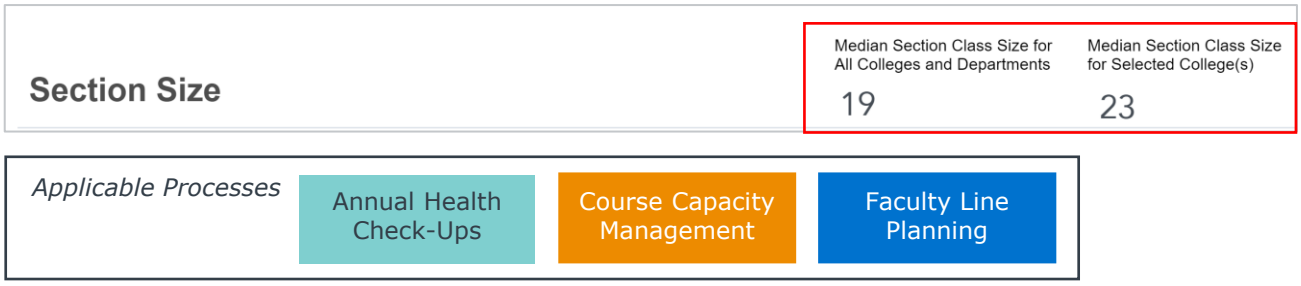
Find it: Department & College Analytics dashboard, Class Capacity Utilization tab, Class Capacity Utilization section

The Median Section Fill Rate is the median section fill rate of all the courses (based on the parameters of the filters set). If one was to line up all the sections and their corresponding fill rates from lowest to highest, this number would be the midpoint. Use this KPI to assess how your institution is meeting student demand. Keep in mind that the median class fill rate is impacted by the course capacity numbers set in your institution's data. For this reason, APS advocates for intentionally set maximum capacities to ensure accurate fill rates so that demand can more easily be monitored.

3 KPIs: Median Section Class Size for All Colleges and Departments; Median Section Class Size for Selected College(s)

Find it: Department & College Analytics dashboard, Departments Overview tab, Section Size section

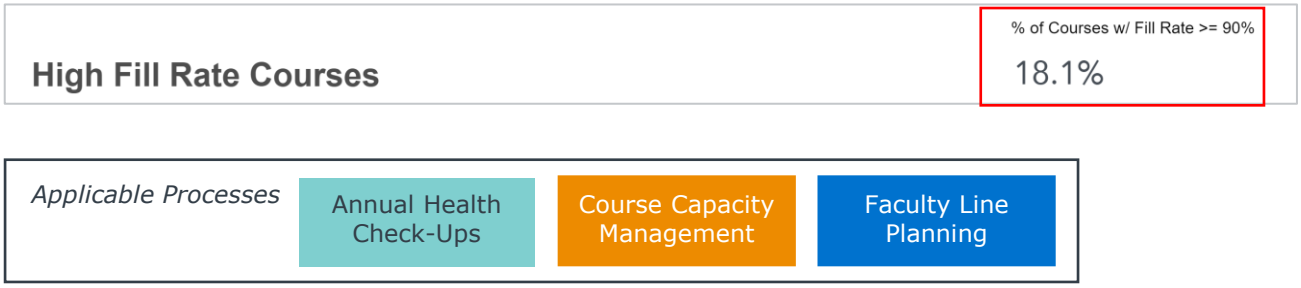
Median Section Class Size indicates the median value of class size across all sections (within the parameters of the filters set). Class size is defined as the number of students enrolled in a section at a point-in-time snapshot (end of term). Remember, the filters you apply have a great impact on this metric, particularly the Course Type filter. For example, you likely have a different expectation for the median class size of an independent study vs. a lecture course type.



4 KPI: % of Courses w/ Fill Rate >=90%

Find it: Department & College Analytics dashboard, Class Capacity Utilization tab, High Fill Rates section

Courses with a fill rate of 90% or greater are considered bottleneck courses. Bottleneck courses could be at risk of capacity constraints—in other words, these courses may merit additional sections so that student demand can continue to be met.



5 Reports: Course-Level Capacity Information; Section-Level Capacity Information

Find it: Department & College Analytics dashboard, Class Capacity Utilization tab, Class Capacity section

These reports show enrollment, enrollment capacity, and fill rate data at the course and section levels. Use the Course-Level Capacity Information table to inform your analysis in the Section-Level Capacity Information table. In the first table, sort the Fill Rate column in descending order to identify courses that are in high demand. Use the # of Sections column to view how many section offerings there are per course. Using your findings from the first table, use the Section-Level Capacity Information table to view section details for specific courses. Identify opportunities to increase enrollment capacities or add additional sections to accommodate student demand.

Repeat the analysis but sort the Fill Rate Column in the first table in ascending order. Identify courses that are low-fill, for which there may be opportunity to reduce the number of section offerings and reallocate resources to higher demand courses.

Course-Level Capacity Information

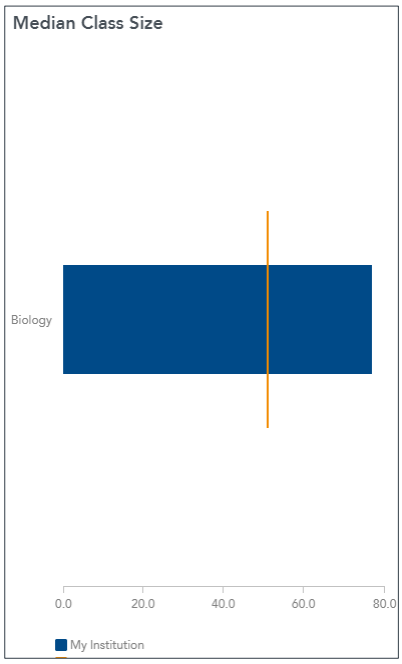
Course Code	Course Name	Course Type	Instructional Mode	Students Enrolled	Enrollment Capacity	Fill Rate [%	# of Sections
CHEM497	CHEM497	Independent	ASYN	1	1	100.0%	1
CHEM699	CHEM699	Thesis	ASYN	1	1	100.0%	1
CHEM123N	CHEM123N	Discussion	CLAS	934	946	98.7%	23
CHEM122N	CHEM122N	Laboratory	CLAS	994	1,008	98.6%	42
CHEM106N	CHEM106N	Laboratory	CLAS	818	840	97.4%	35
CHEM485	CHEM485	Seminar	CLAS	23	24	95.8%	2
CHEM322	CHEM322	Laboratory	CLAS	68	72	94.4%	4
CHEM121N	CHEM121N	Discussion	CLAS	1,116	1,200	93.0%	30
CHEM124N	CHEM124N	Laboratory	CLAS	475	528	90.0%	22

Section-Level Capacity Information

Course Code	Course Name	Course Ref No	Course Type	Instructional Mode	Students Enrolled	Enrollment Capacity	Fill Rate [%
CHEM498	CHEM498	12875	Independent	ASYN	4	3	133.3%
CHEM898	CHEM898	32245	Thesis	ASYN	5	4	125.0%
CHEM726	CHEM726	30020	Lecture	CLAS	11	10	110.0%
CHEM121N	CHEM121N	12670	Discussion	CLAS	43	40	107.5%
CHEM442W	CHEM442W	22208	Laboratory	CLAS	16	15	106.7%
CHEM121N	CHEM121N	12673	Discussion	CLAS	42	40	105.0%
		12682	Discussion	CLAS	42	40	105.0%
		31575	Discussion	CLAS	42	40	105.0%
CHEM123N	CHEM123N	23212	Discussion	CLAS	46	44	104.5%
		23221	Discussion	CLAS	41	40	102.5%

6 Report: Median Class Size Benchmark

Find it: Partner Benchmarks dashboard, Course Planning tab



APS benchmarks allow you to contextualize your data with that of peer institutions. Use this report to understand how your standard department's median class size compares to that of other institutions in the cohort. Use the Department filter to select an APS Standard Department; to view how your institution's departments are mapped to APS standard departments, click on the Configuration Summary tab.

Applicable Processes

- Annual Health Check-Ups
- Course Capacity Management

Instructional Staff Capacity

Get Started: Set Your Filters

- Term: Remove academic terms that might require separate analysis for instructional capacity, such as *Summer*
- Assigned Department Name: Select the department(s) to which the instructor(s) you wish to investigate are assigned. In APS, instructors are assigned based on where they taught the majority of their coursework.
- Course Type: Remove course types that might skew course data, such as *Individual Instruction, Practicum,* and *Studio*
- Course Prefix: View the types of instructional staff who are managing a specific group of courses in the selected department(s) (e.g., CALC)

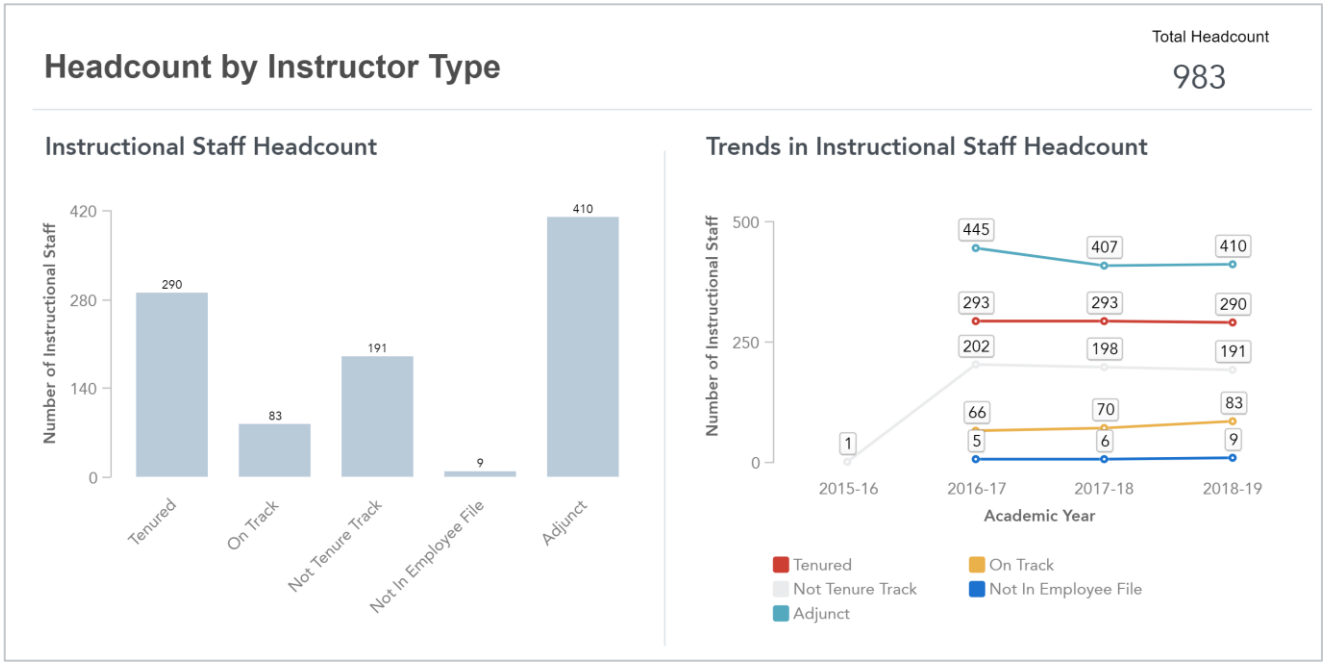
In the APS platform, there are several ways to examine instructional capacity and workload. In the APS platform, workload is characterized by both student credit hours (SCH) taught and sections taught. Choose the reports that best serve your institution; it is not necessary to use all reports outlined in this guide.

1 Reports: Instructional Staff Headcount; Trends in Instructional Staff Headcount

KPI: Total Headcount

Find it: Department & College Analytics dashboard, Instructional Staff tab, Headcount by Instructor Type section

Monitoring the number of instructional staff in your units is important when considering the instructional capacity of your units. Keeping an eye on particular types of instructors is also important, as some instructor types represent a higher investment than others. Use these reports to view the department's instructional staff headcount and how that number has changed over time.



Applicable Processes | Annual Health Check-Ups | Faculty Line Planning

2 KPIs: Number of Sections; Student Credit Hours; Credit Hours

Find it: Department & College Analytics dashboard, Instructional Staff tab, Instructional Workload by Instructor Type section

These three Key Performance Indicators (KPIs) provide high-level insight into median instructional workload of the department's instructional staff. Compare the KPI values with expectations to determine whether they are or are not aligned.

Applicable Processes

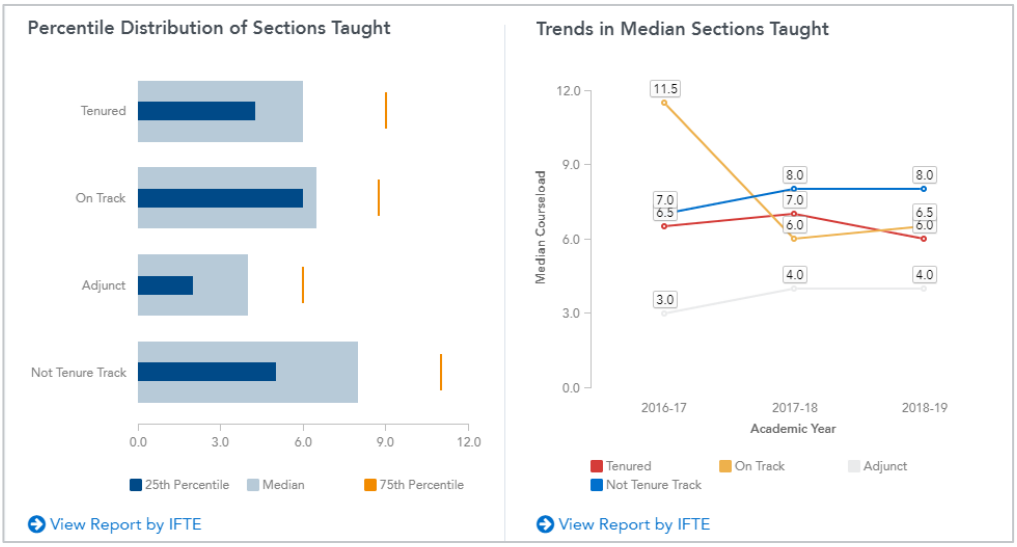
- Annual Health Check-Ups
- Faculty Line Planning

Instructional workload is typically measured by either number of sections taught, or student credit hours taught. Large variances between the 25th percentile, the median, and the 75th percentile in any of the percentile distributions for any type of instructor may indicate an inequitable workload.

3 Reports: Percentile Distribution of Sections Taught; Trends in Median Sections Taught

Find it: Department & College Analytics dashboard, Instructional Staff tab, Instructional Workload by Instructor Type section

Use the charts to view distribution of sections taught per instructor type. To understand if there is underutilized instructional capacity, compare your observations to your expectations for instructional workload per instructor type.



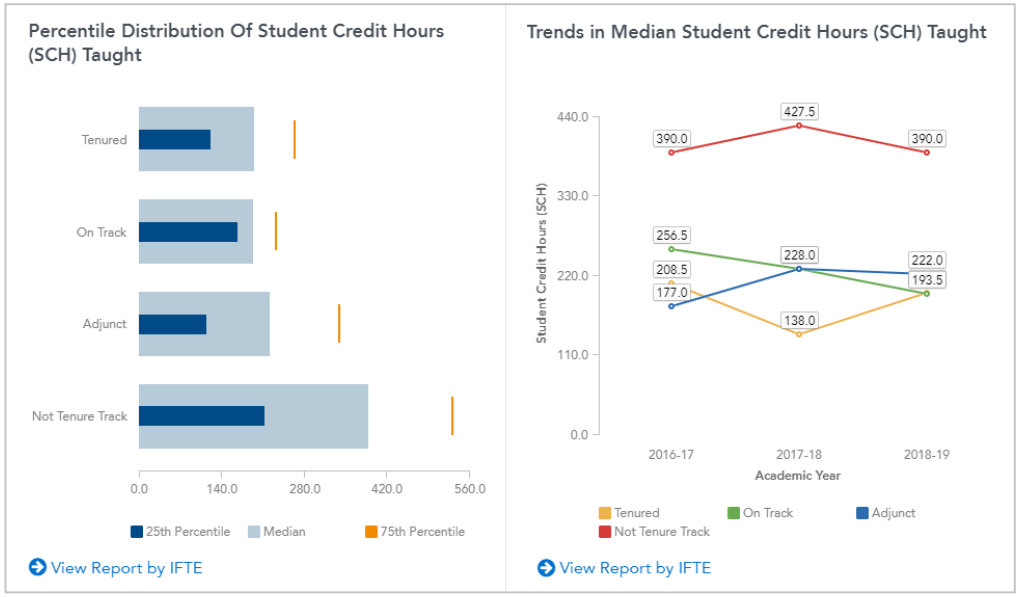
Applicable Processes

- Annual Health Check-Ups
- Faculty Line Planning

4 Reports: Percentile Distribution of Student Credit Hours (SCH) Taught; Trends in Median Student Credit Hours (SCH) Taught

Find it: Department & College Analytics dashboard, Instructional Staff tab, Instructional Workload by Instructor Type section

Use the charts to view distribution of attempted student credit hours taught per instructor type. To understand if there is underutilized instructional capacity, compare your observations to your expectations for instructional workload per instructor type.



Applicable Processes

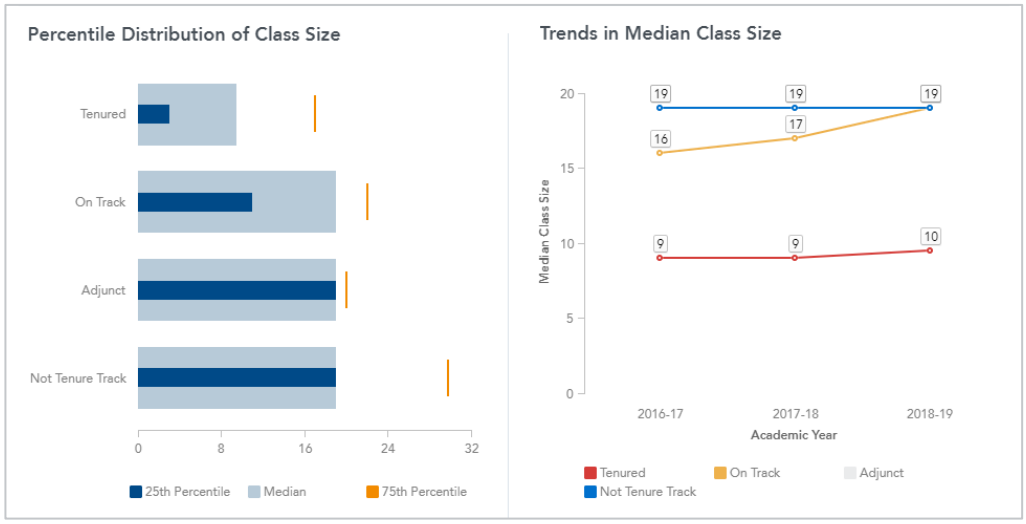
Annual Health Check-Ups

Faculty Line Planning

5 Reports: Percentile Distribution of Credit Hour Taught; Trends in Credit Hour Taught

Find it: Department & College Analytics dashboard, Instructional Staff tab, Instructional Workload by Instructor Type section

This report shows the percentile distribution of credit hours taught across courses taught by the different instructor types. To understand if there is underutilized instructional capacity, compare your observations to your expectations for instructional workload per instructor type.



Applicable Processes

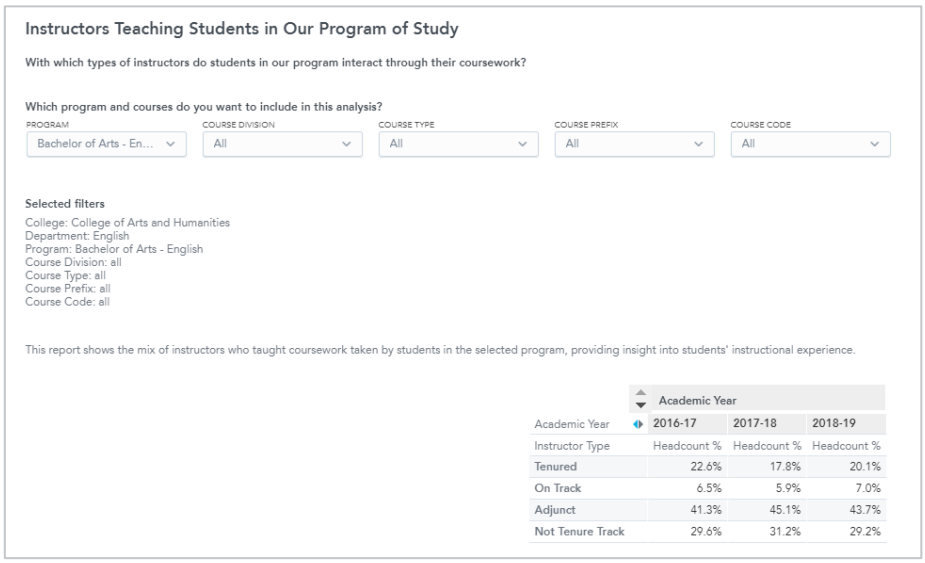
Annual Health Check-Ups

Faculty Line Planning

6 Report: Instructors Teaching Students in Our Program of Study

Find it: Program Analytics dashboard, Department/Program Review tab, Instructional Staff section

This report shows what percentage of the program's students interact with each instructor type. This information can provide insight into the type of experience that program majors have while progressing through their degree path. Compare observations with your expectations.



Instructors Teaching Students in Our Program of Study

With which types of instructors do students in our program interact through their coursework?

Which program and courses do you want to include in this analysis?

PROGRAM: Bachelor of Arts - En... | COURSE DIVISION: All | COURSE TYPE: All | COURSE PREFIX: All | COURSE CODE: All

Selected filters

College: College of Arts and Humanities
Department: English
Program: Bachelor of Arts - English
Course Division: all
Course Type: all
Course Prefix: all
Course Code: all

This report shows the mix of instructors who taught coursework taken by students in the selected program, providing insight into students' instructional experience.

	Academic Year		
Academic Year	2016-17	2017-18	2018-19
Instructor Type	Headcount %	Headcount %	Headcount %
Tenured	22.6%	17.8%	20.1%
On Track	6.5%	5.9%	7.0%
Adjunct	41.3%	45.1%	43.7%
Not Tenure Track	29.6%	31.2%	29.2%

Applicable Processes

Annual Health Check-Ups

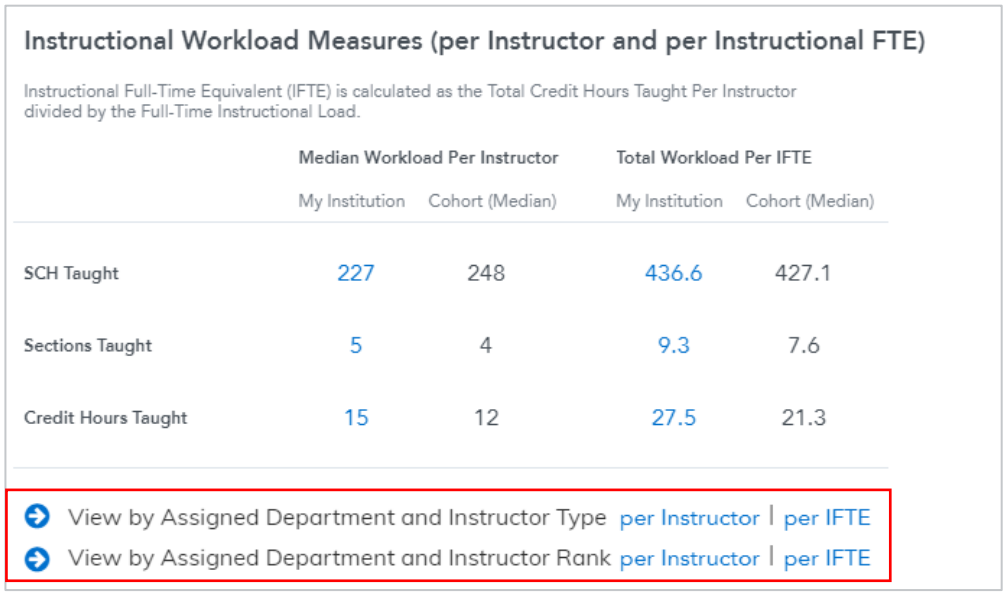
Faculty Line Planning

7 Report: Instructional Workload Measures (per Instructor and per Instructional FTE)

Find it: Partner Benchmarks dashboard, Instructional Workload tab, Instructional Workload Benchmarks section

APS benchmarks provide comparison values on critical metrics at the department-level. Use this report to further contextualize your institution's instructional workload. View your institution's median instructor workload and total workload per IFTE on three different metrics and compare them to those of the cohort.

To view the data by assigned department and instructor type or rank, click on the per Instructor and per IFTE drill-down reports.



Instructional Workload Measures (per Instructor and per Instructional FTE)

Instructional Full-Time Equivalent (IFTE) is calculated as the Total Credit Hours Taught Per Instructor divided by the Full-Time Instructional Load.

	Median Workload Per Instructor		Total Workload Per IFTE	
	My Institution	Cohort (Median)	My Institution	Cohort (Median)
SCH Taught	227	248	436.6	427.1
Sections Taught	5	4	9.3	7.6
Credit Hours Taught	15	12	27.5	21.3

View by Assigned Department and Instructor Type per Instructor | per IFTE

View by Assigned Department and Instructor Rank per Instructor | per IFTE

Applicable Processes

Annual Health Check-Ups

Faculty Line Planning

Instructional Costs

Get Started: Set Your Filters

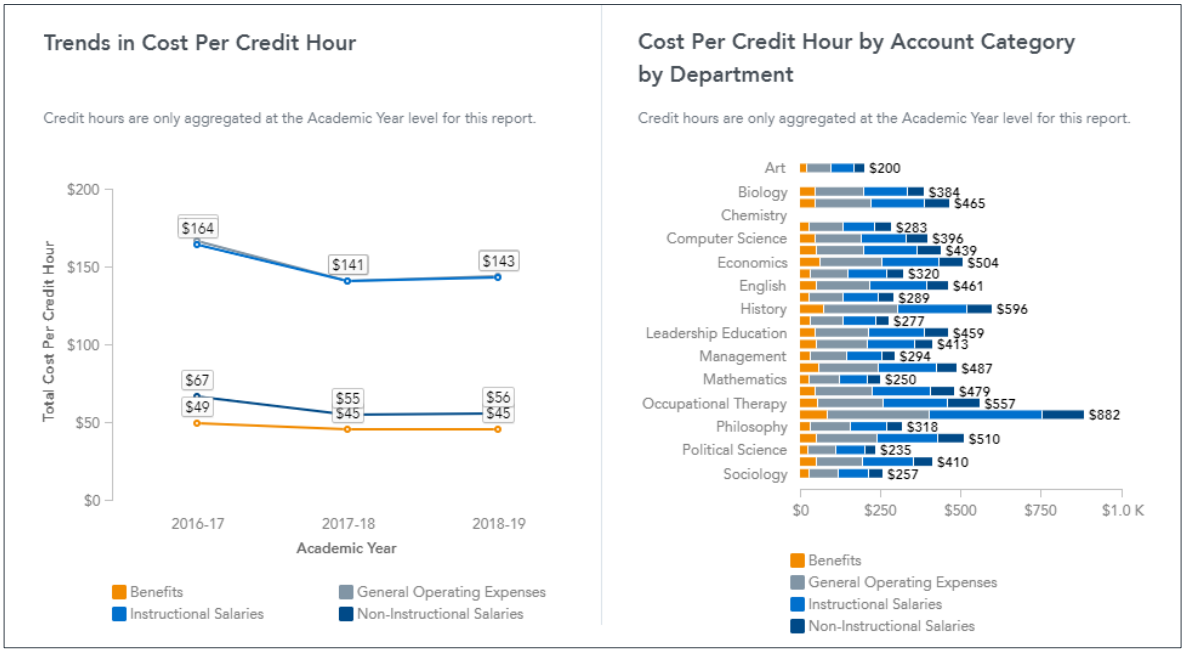
- Department Name: Select a department name
- Term: Remove academic terms that might require separate analysis for instructional capacity, such as *Summer*
- Account Category (located on Department Scorecard tab): Select particular account categories to measure Cost per SCH.

In the APS platform, there are several reports to examine instructional costs. Costs are expenses associated with instruction. Choose the reports that best serve your institution; it is not necessary to use all reports outlined in this guide.

1 Reports: Trends in Cost Per Credit Hour; Cost Per Credit Hour by Account Category by Department

Find it: Department & College Analytics dashboard, Departments Overview tab, Total and Per Credit Hour Costs section

This report breaks down the cost per student credit hour (SCH) by account category for a particular department and shows how costs have shifted over time. Direct costs are calculated as a composite of four account categories: Instructional Salaries, Non-Instructional Salaries, Employee Benefits, and General Operating Expenses. This only includes transactions mapped to a college or department and an account category in configuration. Use the Account Category filter at the top of the Total and Per Credit Hour Costs section to focus your analyses on just one account category, such as Instructional Salaries.



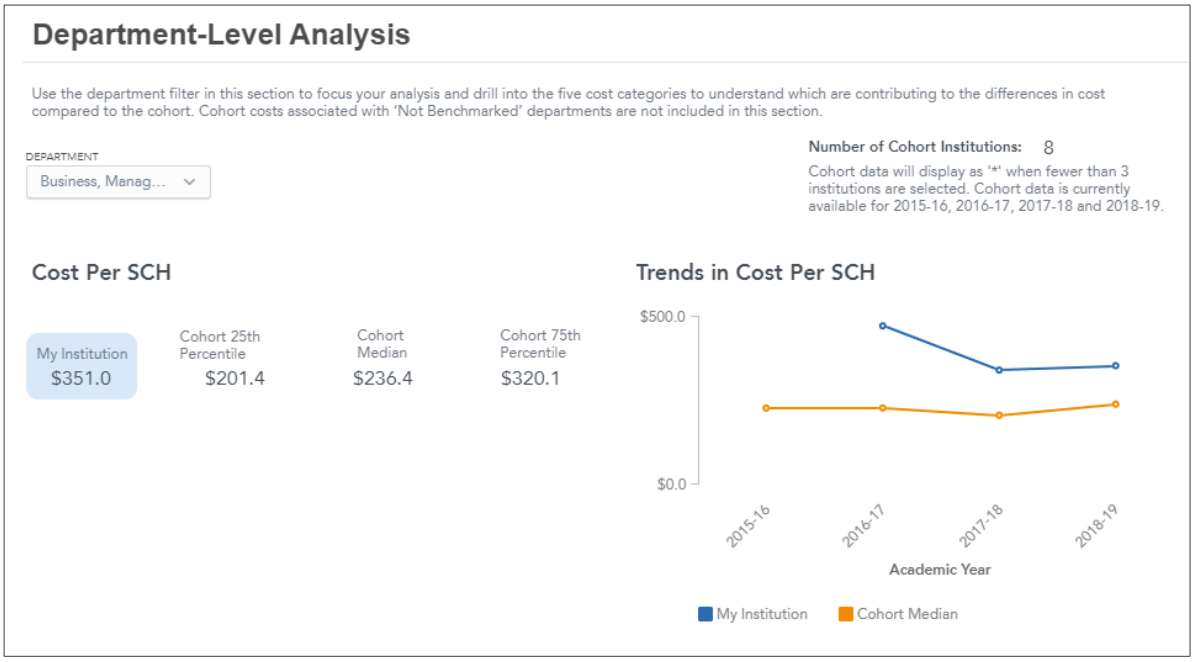
Applicable Processes Annual Health Check-Ups | Faculty Line Planning

2 KPI: Cost per SCH

Report: Trends in Costs per SCH

Find it: Partner Benchmarks dashboard, Instructional Costs tab, Total and Per Credit Hour Costs section

APS benchmarks provide comparison values on critical metrics at the department-level. Use this report to compare the cost per SCH and the change in cost per SCH for your institution's standard department to that of institutions in your benchmarking cohort.



Applicable Processes Annual Health Check-Ups | Faculty Line Planning

Student Progress and Outcomes

Get Started: Set Your Filters

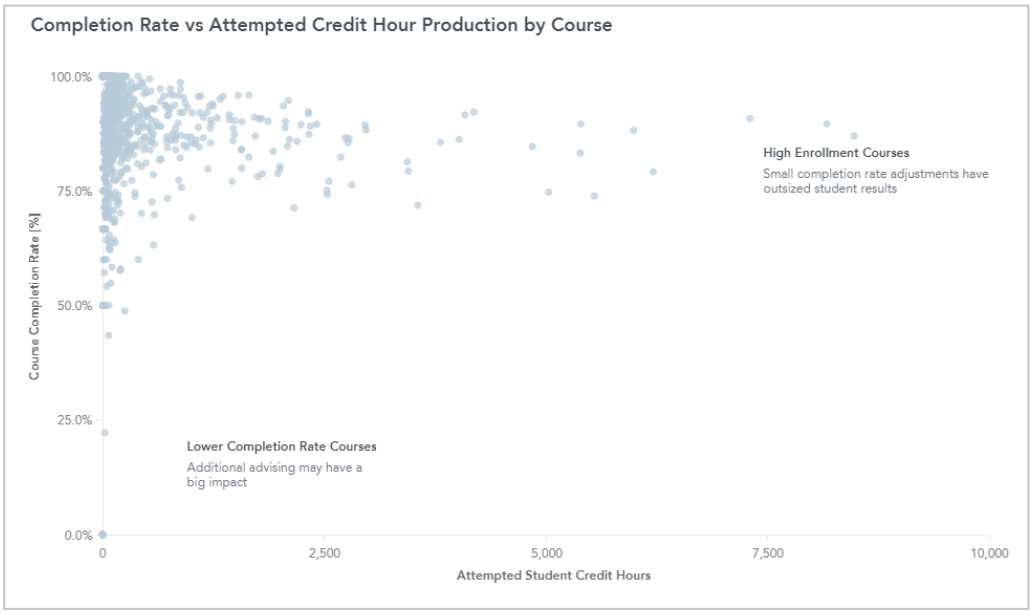
- Department Name: Select a department name
- Term: Remove academic terms that might require separate analysis for instructional capacity, such as *Summer*
- Course Type: Remove course types that might skew course data, such as *Individual Instruction, Practicum,* and *Studio*
- Course Division or Course Level: Perform separate analyses on course division or course level, such as selecting 100-Level and Lower Division to analyze gateway courses
- Course Prefix: Select courses you wish to investigate, such as CALC
- Student Level / Student Classification: Use either filter along with the Course Division filter to analyze the progress of a certain group of students in a certain division of coursework (e.g., how sophomore students are performing in upper division coursework in a certain department)

There are many reports in the APS platform to view course completion rates, DFW rates, and program graduate headcount that will provide a picture of how students are progressing at your institution. Choose the reports that best serve your institution; it is not necessary to use all reports outlined in this guide.

1 Report: Completion Rate vs. Attempted Credit Hour Production by Course

Find it: Department & College Analytics dashboard, Course Completion tab, Completion Rates section

Courses with both high enrollment and low course completion rates have significant impact on student progress. Use the chart to view completion rates compared to attempted credit hours for each course in the department. To determine which courses your institution should prioritize, focus on courses in the lower right quadrant of the chart. These courses have high enrollment and lower course completion, so improvement efforts will have an outsized effect on students.



Applicable Process Annual Health Check-Ups

2 Report: Courses with the Highest Unearned Credit Hours

Find it: Department & College Analytics dashboard, Course Completion tab, Completion Rates section

Use the table to identify courses with the highest number of unearned credits and lowest completion rates. Targeting courses with the most unearned credits can allow small changes to have an outsized impact on students.

Courses with the Highest Unearned Credit Hours

Course Code	Course Name	Attempted Credits	Unearned Credits	Completion Rate [%]
MATH162M	MATH162M	5,547	2,142	61.4%
MATH103M	MATH103M	5,031	1,842	63.4%
STAT130M	STAT130M	6,210	1,611	74.1%
MATH211	MATH211	3,556	1,452	59.2%
MATH212	MATH212	2,552	940	63.2%
MATH200	MATH200	2,535	876	65.4%
MATH102M	MATH102M	2,688	705	73.8%
MATH163	MATH163	1,977	600	69.7%
MATH312	MATH312	1,464	416	71.6%
MATH101M	MATH101M	2,328	396	83.0%
MATH307	MATH307	1,188	297	75.0%
MATH316	MATH316	876	201	77.1%

Applicable Process

Annual Health Check-Ups

3 KPIs: % of Students Earning Credit; 3-Year Trend Rate

Find it: Department & College Analytics dashboard, Course Completion tab, Final Grades and Course Completion section

These KPIs show an additional dimension to how students are interacting with courses in any unit. As opposed to the other reports focused on student progress, which look at the relationship between attempted credits and unearned credits, these KPIs focus on the relationship between coursework and students. Both lenses are helpful to understanding the student success story in a particular academic unit.

Final Grades and Course Completion

% of Students Earning Credit	
% of Students	3-Yr Trend Rate
78.0%	+2.8%

Applicable Process

Annual Health Check-Ups

4 Report: Earned Credits and Final Grades by Course Code

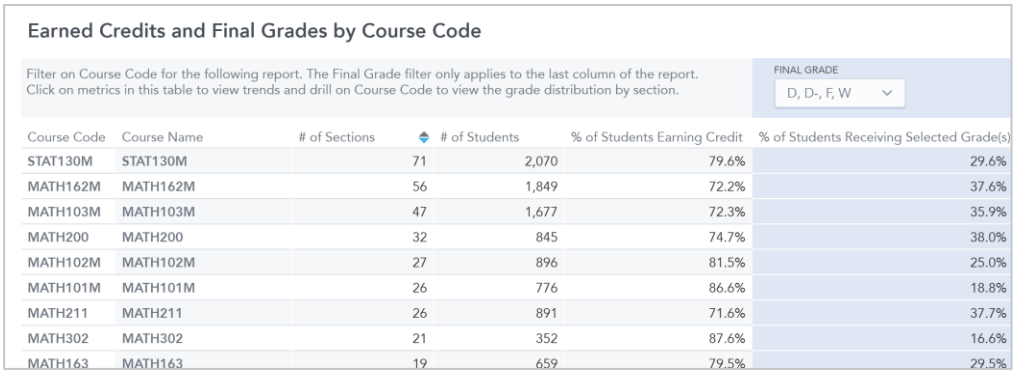
Final Grade Filter: D, F, W

Find it: Department & College Analytics dashboard, Course Completion tab, Final Grades and Course Completion section

Use the chart to calculate the DFW rate and understand the percentage of students not earning credit for critical courses, such as 100-level prerequisite and high-enrollment courses. To calculate the DFW rate, use the Final Grade filter to select any grades where students will not earn credit for the course – typically any D grades, F grades, and withdrawals. The '% Students Receiving Selected Grade' column shows the DFW rate.

Often, instructor variation contributes to high DFW rates – similarly prepared students can have different experiences based on who teaches the course section. By redesigning courses to incorporate standardization across instructors, such as use of standardized tests and the same materials, institutions can reduce section variability in course completion rates.

In the same vein, this report can also be used to identify courses with particularly high rates of A and B grades.



Earned Credits and Final Grades by Course Code

Filter on Course Code for the following report. The Final Grade filter only applies to the last column of the report.
Click on metrics in this table to view trends and drill on Course Code to view the grade distribution by section.

FINAL GRADE: D, D-, F, W

Course Code	Course Name	# of Sections	# of Students	% of Students Earning Credit	% of Students Receiving Selected Grade(s)
STAT130M	STAT130M	71	2,070	79.6%	29.6%
MATH162M	MATH162M	56	1,849	72.2%	37.6%
MATH103M	MATH103M	47	1,677	72.3%	35.9%
MATH200	MATH200	32	845	74.7%	38.0%
MATH102M	MATH102M	27	896	81.5%	25.0%
MATH101M	MATH101M	26	776	86.6%	18.8%
MATH211	MATH211	26	891	71.6%	37.7%
MATH302	MATH302	21	352	87.6%	16.6%
MATH163	MATH163	19	659	79.5%	29.5%

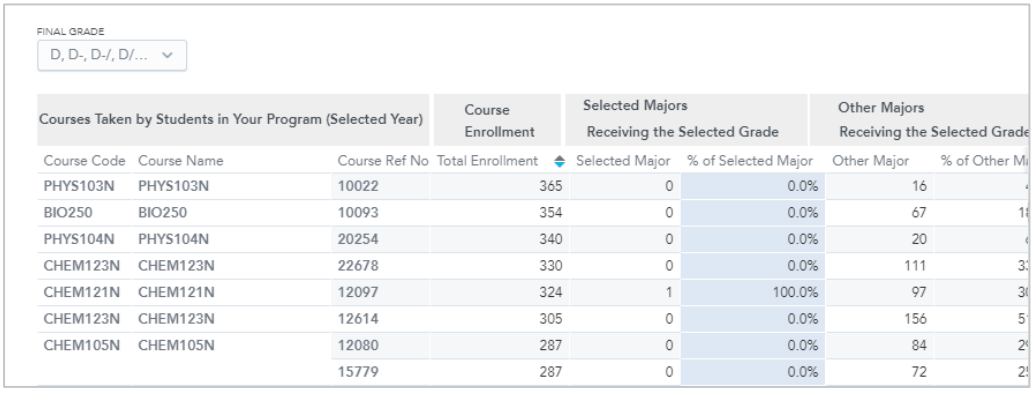
Applicable Process

Annual Health Check-Ups

5 Report: Final Grades Earned by Students in Your Program, by Course and Section, Selected Year

Find it: Program Analytics dashboard, Program Enrollment and Student Progress Drivers tab, Migration Out: Question 3 section

This report provides insight into how the program's own majors are progressing. Use the Final Grade filter to select D, F, and W grades to prioritize courses for additional support. You can also use the filter to select A and B grades to understand in which courses students are progressing at a higher level; these courses may engage practices that are replicable and can be applied to courses with high D, F, and W grades. This report is different than the previous report, Earned Credits and Final Grades by Course Code, in this guide because this report examines courses taken by own majors while the previous reports looks at courses offered by the department.



FINAL GRADE: D, D-, D-/, D/...

Courses Taken by Students in Your Program (Selected Year)			Course Enrollment	Selected Majors Receiving the Selected Grade		Other Majors Receiving the Selected Grade	
Course Code	Course Name	Course Ref No	Total Enrollment	Selected Major	% of Selected Major	Other Major	% of Other M
PHYS103N	PHYS103N	10022	365	0	0.0%	16	
BIO250	BIO250	10093	354	0	0.0%	67	1
PHYS104N	PHYS104N	20254	340	0	0.0%	20	
CHEM123N	CHEM123N	22678	330	0	0.0%	111	3
CHEM121N	CHEM121N	12097	324	1	100.0%	97	3
CHEM123N	CHEM123N	12614	305	0	0.0%	156	5
CHEM105N	CHEM105N	12080	287	0	0.0%	84	2
		15779	287	0	0.0%	72	2

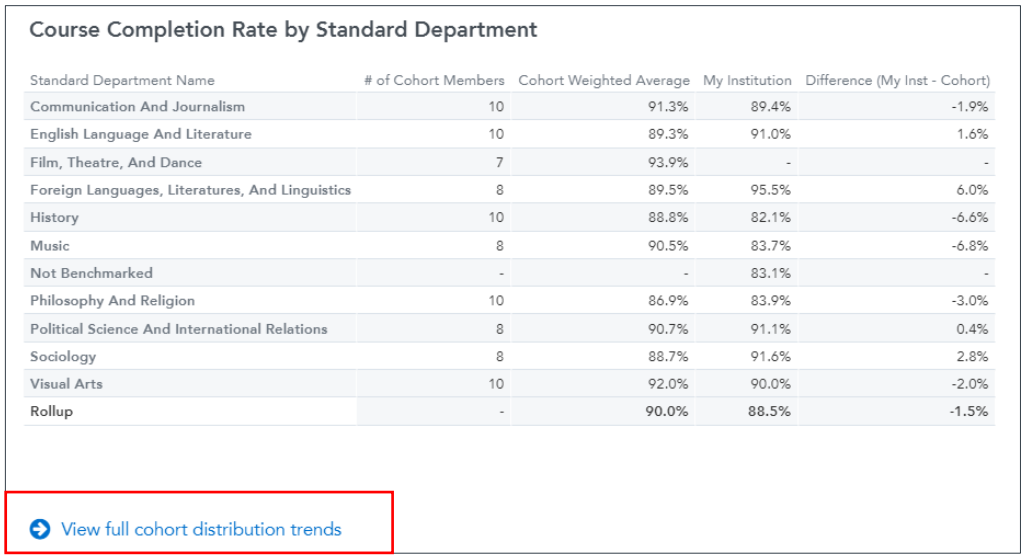
Applicable Process

Annual Health Check-Ups

6 Report: Course Completion Rate by Standard Department

Find it: Partner Benchmarks dashboard, Course Completion tab

APS benchmarking provide comparisons on critical metrics at the department-level. Use this report to further contextualize student progress in your units. Compare course completion rate in your institution's standard department to that of the cohort. The last column, Difference (My Inst – Cohort), can be used to identify standard departments in which your institution and the cohort differ the most. Click on the View full cohort distribution trends report to open a drill-down report that shows the cohort 25th percentile, median, and 75th percentile compared to your institution over time.



Course Completion Rate by Standard Department

Standard Department Name	# of Cohort Members	Cohort Weighted Average	My Institution	Difference (My Inst - Cohort)
Communication And Journalism	10	91.3%	89.4%	-1.9%
English Language And Literature	10	89.3%	91.0%	1.6%
Film, Theatre, And Dance	7	93.9%	-	-
Foreign Languages, Literatures, And Linguistics	8	89.5%	95.5%	6.0%
History	10	88.8%	82.1%	-6.6%
Music	8	90.5%	83.7%	-6.8%
Not Benchmarked	-	-	83.1%	-
Philosophy And Religion	10	86.9%	83.9%	-3.0%
Political Science And International Relations	8	90.7%	91.1%	0.4%
Sociology	8	88.7%	91.6%	2.8%
Visual Arts	10	92.0%	90.0%	-2.0%
Rollup	-	90.0%	88.5%	-1.5%

View full cohort distribution trends

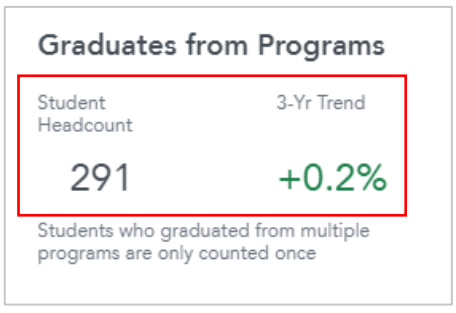
Applicable Process

Annual Health Check-Ups

7 KPIs: Graduates from Programs – Student Headcount; 3-Yr Trend

Find it: Program Analytics dashboard, Program Portfolio tab, Overview section

These two KPIs provide a high-level view into how many students graduated from the program and how that number has changed over a three-year time period. Programs that have relatively few graduates or struggle to retain students should be high priority for additional examination. Attention may also be needed on programs in which students take longer to graduate.



Graduates from Programs

Student Headcount	3-Yr Trend
291	+0.2%

Students who graduated from multiple programs are only counted once

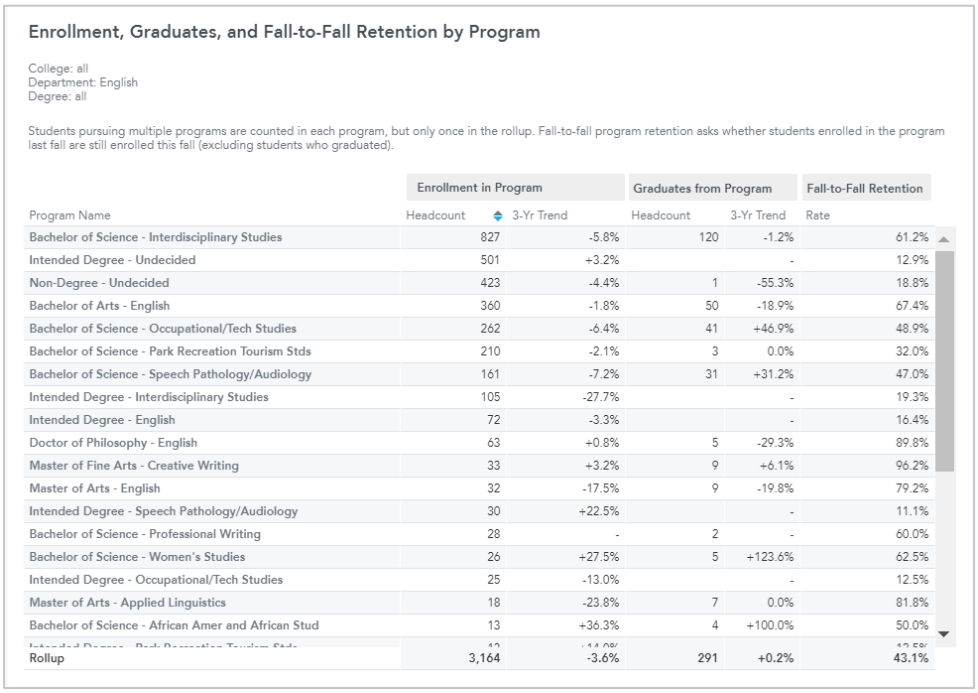
Applicable Process

Annual Health Check-Ups

8 Report: Enrollment, Graduates, and Fall-to-Fall Retention by Program

Find it: Program Analytics dashboard, Program Portfolio tab, Portfolio Analysis section

This table shows headcount and change in the program's enrollment and graduates, as well as fall-to-fall retention rates. Since fall is typically the measure of official program enrollments for the academic year, fall-to-fall retention rates help illuminate in which programs students are or are not persisting and may need additional support. The relationship between fall-to-fall program retention and program enrollment can be used to help gauge the performance of a program and indicate potential next steps. For instance, a program with declining enrollments and low retention may suggest areas for improvement, such as reducing curricular complexity or difficulty while maintain academic rigor.



Enrollment, Graduates, and Fall-to-Fall Retention by Program

College: all
Department: English
Degree: all

Students pursuing multiple programs are counted in each program, but only once in the rollup. Fall-to-fall program retention asks whether students enrolled in the program last fall are still enrolled this fall (excluding students who graduated).

	Enrollment in Program		Graduates from Program		Fall-to-Fall Retention
Program Name	Headcount	3-Yr Trend	Headcount	3-Yr Trend	Rate
Bachelor of Science - Interdisciplinary Studies	827	-5.8%	120	-1.2%	61.2%
Intended Degree - Undecided	501	+3.2%		-	12.9%
Non-Degree - Undecided	423	-4.4%	1	-55.3%	18.8%
Bachelor of Arts - English	360	-1.8%	50	-18.9%	67.4%
Bachelor of Science - Occupational/Tech Studies	262	-6.4%	41	+46.9%	48.9%
Bachelor of Science - Park Recreation Tourism Stds	210	-2.1%	3	0.0%	32.0%
Bachelor of Science - Speech Pathology/Audiology	161	-7.2%	31	+31.2%	47.0%
Intended Degree - Interdisciplinary Studies	105	-27.7%		-	19.3%
Intended Degree - English	72	-3.3%		-	16.4%
Doctor of Philosophy - English	63	+0.8%	5	-29.3%	89.8%
Master of Fine Arts - Creative Writing	33	+3.2%	9	+6.1%	96.2%
Master of Arts - English	32	-17.5%	9	-19.8%	79.2%
Intended Degree - Speech Pathology/Audiology	30	+22.5%		-	11.1%
Bachelor of Science - Professional Writing	28	-	2	-	60.0%
Bachelor of Science - Women's Studies	26	+27.5%	5	+123.6%	62.5%
Intended Degree - Occupational/Tech Studies	25	-13.0%		-	12.5%
Master of Arts - Applied Linguistics	18	-23.8%	7	0.0%	81.8%
Bachelor of Science - African Amer and African Stud	13	+36.3%	4	+100.0%	50.0%
Rollup	3,164	-3.6%	291	+0.2%	43.1%

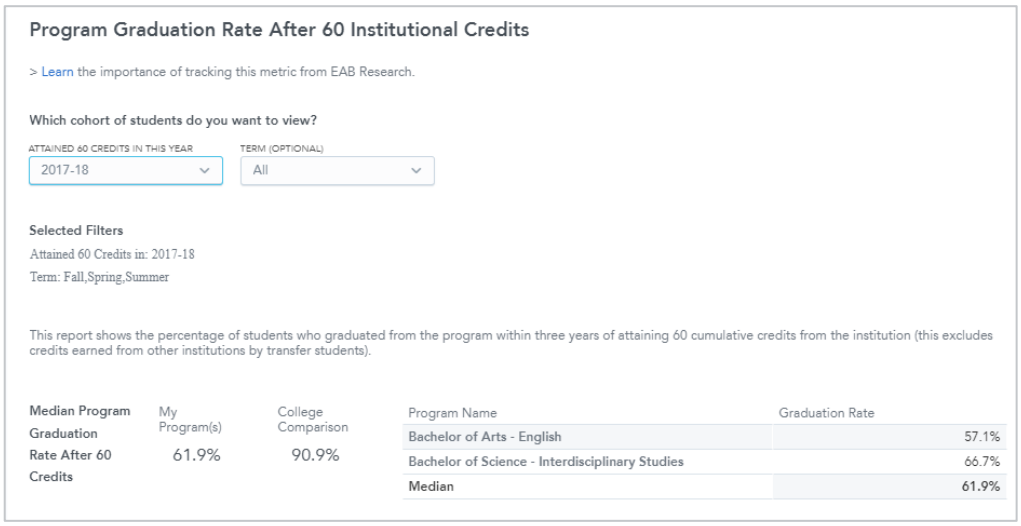
Applicable Process

Annual Health Check-Ups

9 Report: Program Graduation Rate After 60 Institutional Credits

Find it: Program Analytics dashboard, Department/Program Review tab, Student Progress section

This report shows the percentage of students who graduated from the program within three years of attaining 60 cumulative credits from the institution. This metric does not account for transfer credits. Programs with low rates indicate students are taking longer to graduate by traditional standards. These programs may require additional attention to better support students.



Program Graduation Rate After 60 Institutional Credits

> Learn the importance of tracking this metric from EAB Research.

Which cohort of students do you want to view?

ATTAINED 60 CREDITS IN THIS YEAR: 2017-18
TERM (OPTIONAL): All

Selected Filters

Attained 60 Credits in: 2017-18
Term: Fall,Spring,Summer

This report shows the percentage of students who graduated from the program within three years of attaining 60 cumulative credits from the institution (this excludes credits earned from other institutions by transfer students).

	My Program(s)	College Comparison
Median Program Graduation Rate After 60 Credits	61.9%	90.9%

Program Name	Graduation Rate
Bachelor of Arts - English	57.1%
Bachelor of Science - Interdisciplinary Studies	66.7%
Median	61.9%

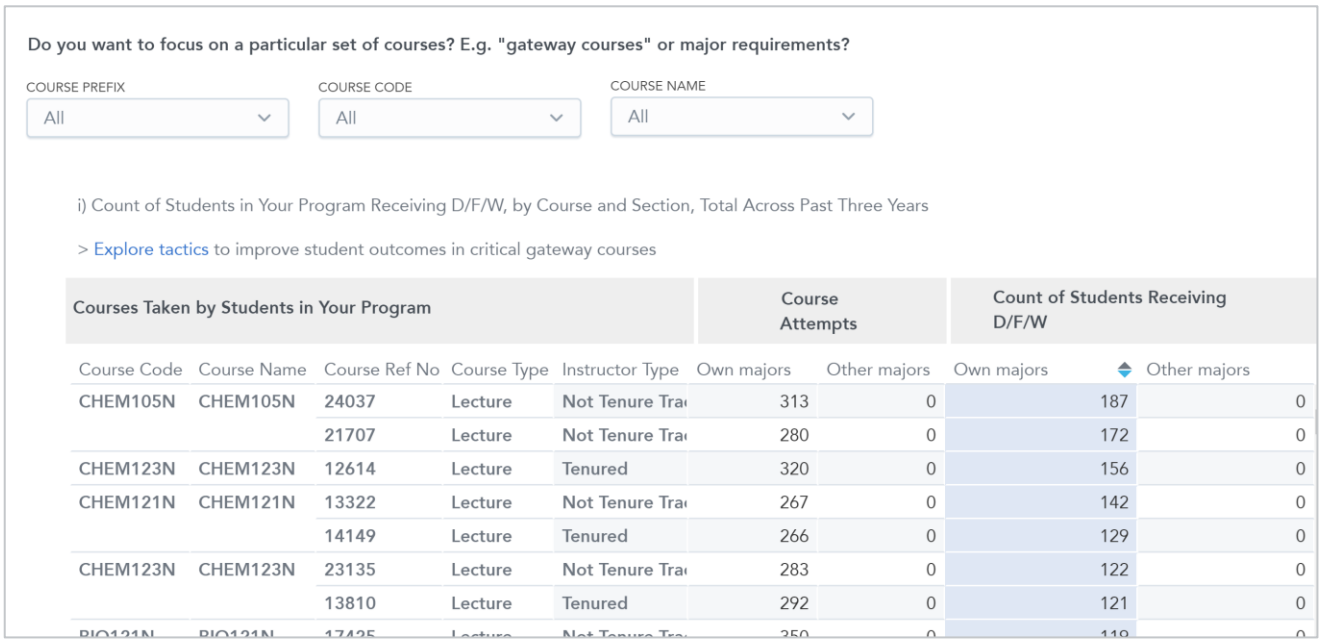
Applicable Process

Annual Health Check-Ups

10 Report: Count of Students in Your Program Receiving D/F/W, by Course and Section, Total Across Past Three Years

Find it: Program Analytics dashboard, Program Enrollment and Student Progress Drivers tab, Migration Out: Three Questions section

Both high DFW rates and course attempts are indicators of poor program health, since these values indicate a high proportion of students who have attempted credits in the program's courses are not receiving credit and have attempted the course more than once. Of particular concern are gateway courses or lower division program-specific courses that serve as an entry point for students who are interested in the program. Use the table to prioritize courses to better support the progress of the program's own majors.



Do you want to focus on a particular set of courses? E.g. "gateway courses" or major requirements?

COURSE PREFIX: All | COURSE CODE: All | COURSE NAME: All

i) Count of Students in Your Program Receiving D/F/W, by Course and Section, Total Across Past Three Years

> Explore tactics to improve student outcomes in critical gateway courses

Courses Taken by Students in Your Program					Course Attempts		Count of Students Receiving D/F/W	
Course Code	Course Name	Course Ref No	Course Type	Instructor Type	Own majors	Other majors	Own majors	Other majors
CHEM105N	CHEM105N	24037	Lecture	Not Tenure Tra	313	0	187	0
		21707	Lecture	Not Tenure Tra	280	0	172	0
CHEM123N	CHEM123N	12614	Lecture	Tenured	320	0	156	0
CHEM121N	CHEM121N	13322	Lecture	Not Tenure Tra	267	0	142	0
		14149	Lecture	Tenured	266	0	129	0
CHEM123N	CHEM123N	23135	Lecture	Not Tenure Tra	283	0	122	0
		13810	Lecture	Tenured	292	0	121	0
BIO121N	BIO121N	17425	Lecture	Not Tenure Tra	350	0	119	0

Applicable Process Annual Health Check-Ups

Metrics Selected for Annual Health Check-Ups

When selecting metrics, be mindful of the number of metrics. We typically recommend about 5-10 total APS metrics per process. Once your institution's leadership team has reviewed this guide and selected specific APS metrics for your annual health check-up process, denote the metrics selected below.

APS Metrics Selected for Our Institution

Category	APS Metrics
Enrollment Trends	1.
Course Capacity	1.
Instructional Staff Capacity	1.
Instructional Costs	1.
Student Progress and Outcomes	1.

Metrics Selected for Course Capacity Management

When selecting metrics, be mindful of the number of metrics. We typically recommend about 5-10 total APS metrics per process. Once your institution's leadership team has reviewed this guide and selected specific APS metrics for your course capacity management process, denote the metrics selected below.

APS Metrics Selected for Our Institution

Category	APS Metrics
Enrollment Trends	1.
Course Capacity	1.

Metrics Selected for Faculty Line Planning

When selecting metrics, be mindful of the number of metrics. We typically recommend about 5-10 total APS metrics per process. Once your institution's leadership team has reviewed this guide and selected specific APS metrics for your faculty line planning process, denote the metrics selected below.

APS Metrics Selected for Our Institution

Category	APS Metrics
Enrollment Trends	1.
Course Capacity	1.
Instructional Capacity	1.
Instructional Costs	1.

Supporting Resources E-mail Template

TOOL 7

After holding the kickoff meeting with department chairs, send more information about your institution's selected metrics and supporting resources.

E-mail Template: APS Metrics, Training and Support

It is important that department leaders understand which metrics will be used in the annual department health check-up process so that they have a full picture of what their departments will be evaluated upon. It is also critical to provide department leaders with training and support. Noting the possibility of some individuals being averse to process change, providing resources upfront to ease their fears will increase the likeliness of success. Below is an e-mail template to help communicate with department leaders. Deans may also consider separately sending this e-mail to their chairs.

From: Provost or designated project owner (suggested)

To: Deans, department chairs, and/or individuals who have been designated to complete the templatized annual health check-up report

Subject line: Supporting resources for annual department health check-ups

Dear [Names],

Thank you for joining us [time, such as last week or yesterday] at the kickoff meeting for our new annual department health check-up process. During our time together, we shared what information we will be gathering for the check-up, including metrics available in the Academic Performance Solutions (APS) platform.

In addition to the metrics on the Department/Program Review tab in the APS Program Analytics dashboard, other metrics from the APS platform were hand-selected by [Names, such as the provost or APS value leader]. Each was chosen based on its alignment with our institutional priorities. For example, we selected [name of metric, such as Percentage of Students Earning Credit] to help measure [specific strategic priority, such as student progress]. Below is a list of the chosen metrics [Please customize with your selected metrics. Below are a few to get started.]:

- 3-Yr Average Growth in Student Enrollment by Standard Department
- % of Courses w/ Fill Rate >=90%
- Percentile Distribution of Sections Taught

We ask that [department chairs, deans, or other designated individuals] print the Department/Program Review tab with appropriate filters applied and complete the attached annual department health check-up report. Both are due to [Name or office] by [deadline]. I've included resources below to support you in finding and interpreting the data. [Please customize list with your resources. Below are a few to get started.]

- APS User Guide: Includes definitions of APS metrics and data methodology
- Resource Center: Help & Training dashboard in the APS platform: Includes how-to guides, toolkits, videos, and other resources to support your data use and understanding
- APS Support team: Contact Name of Strategic Leader with e-mail address, name of Program Owner/Value Lead with e-mail address

If you have any questions, please let me or [designated project owner] know.

All the best,

[Name]

Sample Annual Health Check-Up Report

TOOL

8

This document is an example of the first page in an annual health check-up templatized report, compiled from different institutions' templates. Contact your APS Strategic Leader for additional templates. Use this, as well as a case in brief about a partner who centrally produced department-level reports to facilitate data-informed conversations, to help inform the creation of your own report.

Sample Annual Health Check-Up Report

This document is an example of the first page of an annual health check-up templatized report. Contact your APS Strategic Leader for additional template to use as a starting point to create your own annual health check-up report.

Introduction

A. Department Name: Click to enter text.
B. College Name: Click to enter text.
C. Name of Department Chair: Click to enter text.
D. Mission Statement: Click to enter text.

Goals and Accomplishments from Previous Year

A. Goal 1: Click to enter text.
   i. Was this goal accomplished? Click to enter text.
   ii. If No, is this goal still feasible? Explain why and any progress made. Click to enter text.

B. Goal 1: Click to enter text.
   i. Was this goal accomplished? Click to enter text.
   ii. If No, is this goal still feasible? Explain why and any progress made. Click to enter text.

C. Goal 3: Click to enter text.
   i. Was this goal accomplished? Click to enter text.
   ii. If No, is this goal still feasible? Explain why and any progress made. Click to enter text.

D. Goal 4: Click to enter text.
   i. Was this goal accomplished? Click to enter text.
   ii. If No, is this goal still feasible? Explain why and any progress made. Click to enter text.

Current State of the Department

Many measures help provide insight into departmental performance and health. In this section, use data in the APS platform to provide required metrics for your department.

A. Enrollment
APS Platform, Department Scorecard tab, Enrollment section
   i. Trends in Student Enrollment
   Paste bar chart here.
   ii.

Metric	N
# Students Enrolled	
Enrollment 3 Yr Trend	
Total Attempted SCH	
SCH 3 Yr Trend	

Start by establishing a mutual understanding of goals before diving into departmental metrics.

For each metric included, provide instructions for where to find the metric. If this data is provided centrally, provide the metrics and allow for further exploration by including the location of each metric.

Contact your APS Strategic Leader for additional annual health check-up templates used by APS partners.

Case in Brief: Craft Discussion Points for Conversations

St. Ambrose University, Engaging Leaders with Data for Annual Reviews

Historically, the review process at St. Ambrose University (SAU) – a private masters university – was hindered by lack of departmental data and insight. Manual data collection and analysis were time-consuming, which made it impossible to review all departments.

With easy access to critical metrics in the APS platform, SAU streamlined their review process to put standardized departmental data at the center. SAU centrally created department-level reports, which allows academic leaders to collaborate and engage in data-informed conversations to illuminate existing efficiencies and potential opportunities.

Targeted Questions Prompt Collaboration and Opportunity Identification

SAU's Faculty Finance Committee (FFC) is responsible for diagnosing departmental health. With the help of the finance team, the FFC armed itself with data to have informed and efficient conversations with academic leaders across all departments.

Created Reports Supported by APS Data

SAU's finance team used the metrics in the APS platform to create comprehensive reports for each department.

- Analyzed data for all 40 departments at the institution
- Utilized 18 APS metrics in reports to gain insight into enrollment trends, instructional staff mix and workload, section size and utilization, and costs
- Included targeted questions at the end of each report to encourage opportunity exploration and discussion with academic leaders

Asked Targeted Questions to Surface Opportunities

FFC used reports to guide conversations with deans, chairs, and faculty.

- For the first time, academic leaders saw how their operational decisions impact financial outcomes
- Used targeted questions to determine next steps and identify opportunities for resource reallocation, such as consolidating low-fill sections to reallocate resources to bottleneck courses
- Transparency promoted consensus about which departments to prioritize, allowing SAU to add 2.5 new faculty lines instead of filling five retired faculty lines

Sample Questions from Department-Level Report:

1. Student counts and major counts have decreased the past four years. Is this all due to overall undergraduate student declines?
2. Class sizes are strong and seat utilization is also very high. The median and 25th and 75th percentile for seat utilization are all over 100%. Are the section caps correct in the system?
3. The single section courses all have low seat utilization. They all appear to be 300 and 400 level courses. Is this due to the low major counts? Can these courses be taught less often?
4. Full-time, tenured faculty teach almost 100% of all sections. This is very high and is probably the reason for the fully allocated loss the last three years. Is there a way to lower this number?

Campus-Wide Impact of Data-Informed Conversations

By using data to drive and inform conversations with academic leaders, SAU was not only able to review all departments, but also achieved administrative and financial results.

700 Hours
saved in manual data collection and analysis

$446,000
reallocated faculty lines to two growing and new programs

100%
departments reviewed, instead of a select handful

Results Worksheet

TOOL

9

After completing the process, measure results of your annual department health check-up process. Ensure your institution is measuring and keeping track of the information asked in the following questions throughout the process.

Results Worksheet

Measure results of your institution's department health check-up process using this worksheet. Before implementing the new process, ensure your institution plans to measure and keep track of the information asked in the following questions.

1. Which programs at or near capacity were identified for review?

2. Which programs with either declining enrollment or excess capacity were identified for review?

3. Which departments and programs were identified for course completion improvement efforts? Was there a change in course completion rates for the term?

4. Which departments were prioritized for additional support? In what ways is support being provided?

5 How many sections were consolidated?

6 How many additional sections were you able to create in bottleneck courses? Did the new sections accommodate all student demand?

7 Have the consolidation and expansion of sections brought class sizes in line with peers?

8 Have the consolidation and expansion of sections brought instructional workload in line with peers?

9 How many faculty lines were and were not approved?

10 What is the cost savings associated with the faculty lines that were not approved?

11 How has the new faculty line(s) impacted instructional workload?

12 What is the cost savings associated with faculty lines that were reallocated to departments with demonstrated need?

13 How much time did it take for department leaders to complete the annual check-up guide? How does this compare to the process before the standardized guide (i.e., Hours in manual data collection and analysis by IR staff)?

14 How much time did it take leaders to review all report submissions? How does this compare to the process before the standardized guide?

Reflection Guide

TOOL 10

Once your institution has completed the annual department health check-up process, use this guide to reflect. This will help you iterate on your process, in preparation for next year.

Reflection Guide

Once your institution has completed the annual health check-up process, use this guide to reflect and iterate on your process, in preparation for next year.

Ask the following questions to gather feedback from academic stakeholders who were involved in the process. To promote honest candor, we suggest you request anonymous responses.

1. How effective do you think communication about and throughout the process was to academic leaders, such as yourself?
2. Did you understand why you were asked to provide specific data points, and could you interpret the data given the resources you were provided?
3. Would you have found any additional resources to help clarify our institution's new process, the data points involved, and expectations? If so, what resources?
4. Did you understand the goals of this new process and why our institution did it? Do you think we accomplished our goals?
5. Which parts of the process do you think went well? Not so well?
6. How would you grade the entire process? In what ways could that grade be improved for next year?

To inform strategy for next year's annual health check-up process, answer the questions above and use the collected feedback. Additional questions for initiative leaders are below.

1. How did the proposed and actual timelines compare?
2. In what ways would you change your strategy, regarding communication, training, and resources provided to users?
3. What would you like to share internally with your institution's senior leadership about this initiative?

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