

Transform Your Institution's Program Review Process

Program Analytics Dashboard

About the Dashboard

The Program Analytics dashboard has three tabs of data.

- 1 Program Portfolio
- 2 Department/Program Review
- 3 Program Enrollment and Student Progress Drivers

Different than the Department & College Analytics dashboard, Program Analytics data follow the population of students enrolled in the selected program, coursework taken, and instructors with which they interacted. APS Analytics data pertains to courses offered by selected departments and is not program specific.

Altogether, the data paint a comprehensive picture of department and program health that empowers academic and financial leaders to make smarter, more informed resource allocation decisions.

Key Definitions Underpinning the Dashboard

Program: A **pedagogical track** that students follow in order to attain a credential (e.g., 'degree') in their chosen field of study (e.g., 'major')



- May be associated with a single department or multiple departments (if inter-disciplinary)
- Often does not exist as a "cost center" in the Chart of Accounts

In What Ways Can the Data Be Used?

The dashboard is designed to serve two groups: Provost's Office/deans and department/program leaders.

Provost's Office/Deans

- Evaluate program portfolio under their purview and short-list those that need outsized attention
- Calibrate portfolios to student needs and institutional resources
- Encourage cross-department and cross-program collaboration by providing APS platform access

Department/Program Leaders

- Conduct annual unit health check-ups assess department and program performance
- Inform traditional program review with easy access to relevant and pertinent data

Achieve continuous program performance improvement together

Department: An **operational unit** composed of instructors and administrators who share teaching, managerial, and research/service responsibilities



- Is typically responsible for many course offerings and a few to a dozen programs of study
- Typically exists as a "cost center" in the Chart of Accounts

New Concepts Presented in the Data

- **Fall-to-Fall Program Retention Rate:** The ratio between the number of students who were enrolled in the selected program during the selected Fall term to the number of students who were enrolled in the selected program during the previous Fall term and did not graduate.
- **Graduation Rate After 60 Institutional Credits:** The percentage of students who graduated from the program within three years of attaining sixty cumulative credits at the institution by the selected academic year/term.
- **Program Migration:** Students enrolled in a program of study (source program) move to a different program (destination program) and are no longer associated with the source program.

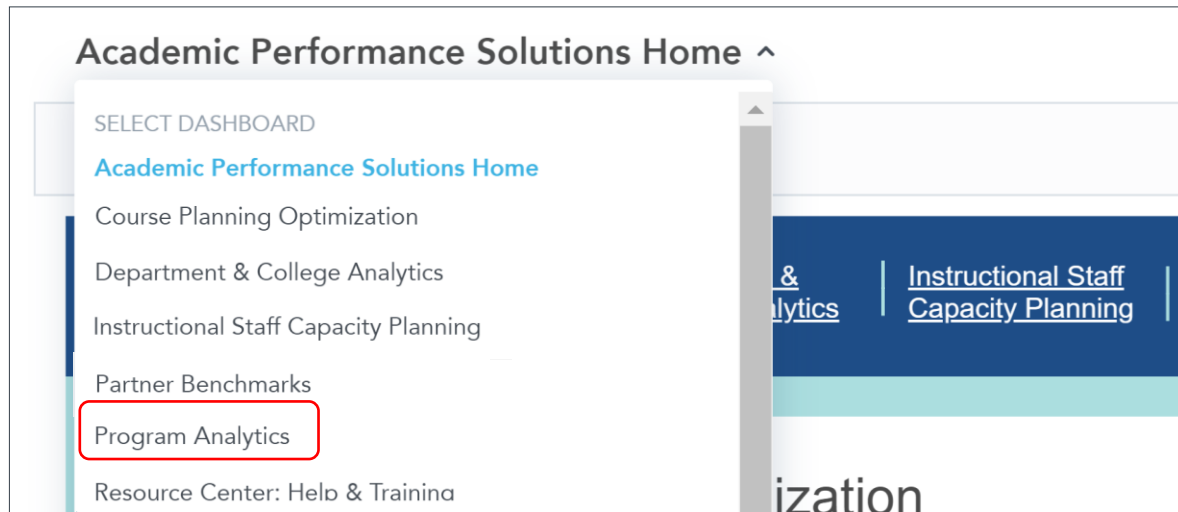
Source: Academic Performance Solutions.

Access the Program Analytics Dashboard

Navigating to the Program Analytics Dashboard

You may access the Program Analytics dashboard while on any dashboard in the APS platform using the dashboard drop-down menu.

- 1 While on the dashboard you are currently on, click on the drop-down menu next to the dashboard's name (e.g., Academic Performance Solutions Home). Click on Program Analytics.



- 2 When on any other tab in the platform, you can use the same drop-down menu and navigate to the Program Analytics dashboard.

How to: Diagnose Student Demand and Progress Barriers

Use the steps below to analyze barriers to student enrollment and progress in individual programs to support annual unit health check-ups and traditional program review.

Tip: Hover on any report and click the ellipsis icon to open the 'Metrics & Filters' drop-down menu. Click on the 'Metrics & Filters' drop-down menu to view definitions for each component of the analysis, including formulas.

The **Program Enrollment and Student Progress Drivers tab** is designed to provide unit leaders a close look at which factors are influencing student progress and enrollment in specific programs.

1 Get Started: Set Your Filters

On the **Program Enrollment and Student Progress Drivers tab**, use filters at the top of the page to refine your analysis.

Note: Filters will carry over from the Department/Program Review tab.

Which program do you want to view?

Choose one Program. You can narrow down the options by first choosing its parent College, Department, Degree, and/or Major.

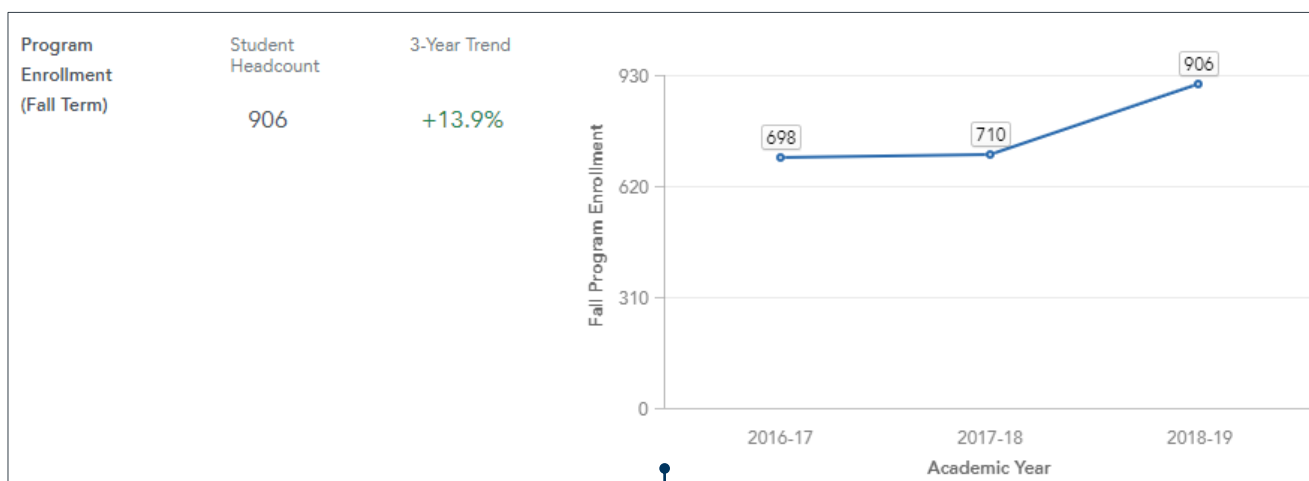
COLLEGE College of Arts and ...	DEPARTMENT Sociology	DEGREE All	MAJOR All	PROGRAM Bachelor of Science ...
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In which academic year?

ACADEMIC YEAR 2018-19

2 View Program Fall Enrollment Trends

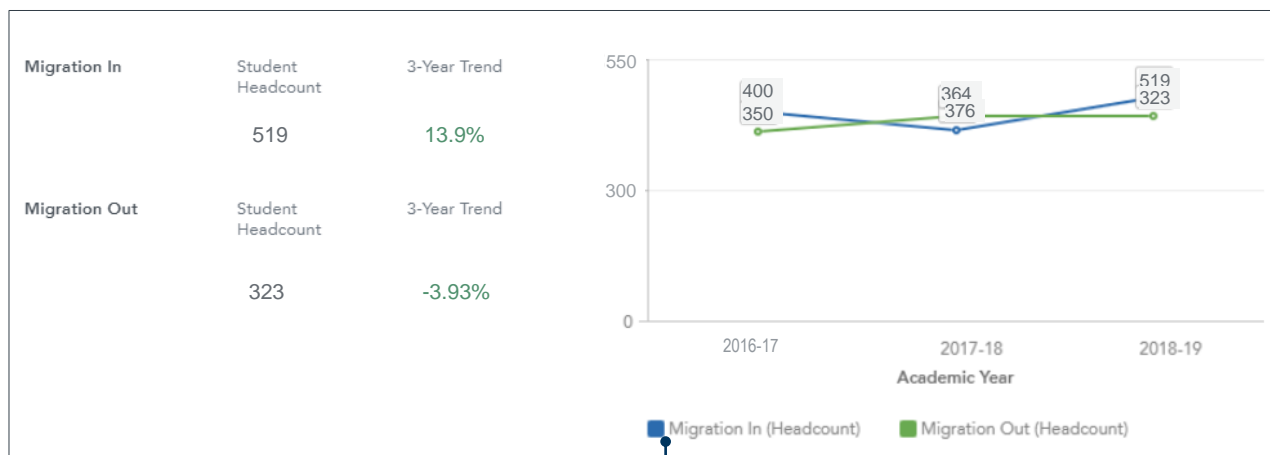
Scroll down to the **Fall Enrollment, Past Three Years report** to view how enrollment has been trending in the program.



Refer to the 3-Year Trend KPI and use the chart for a visual of the enrollment trend. Consistent with our findings on the previous two tabs, the program enrollment for Bachelor of Science – Criminal Justice has grown over the last three years.

3 Gain a Migration Overview of the Program

Scroll down to the **Migration Overview, Past Three Years report** to see how many students migrated into and out of the program between consecutive fall terms.

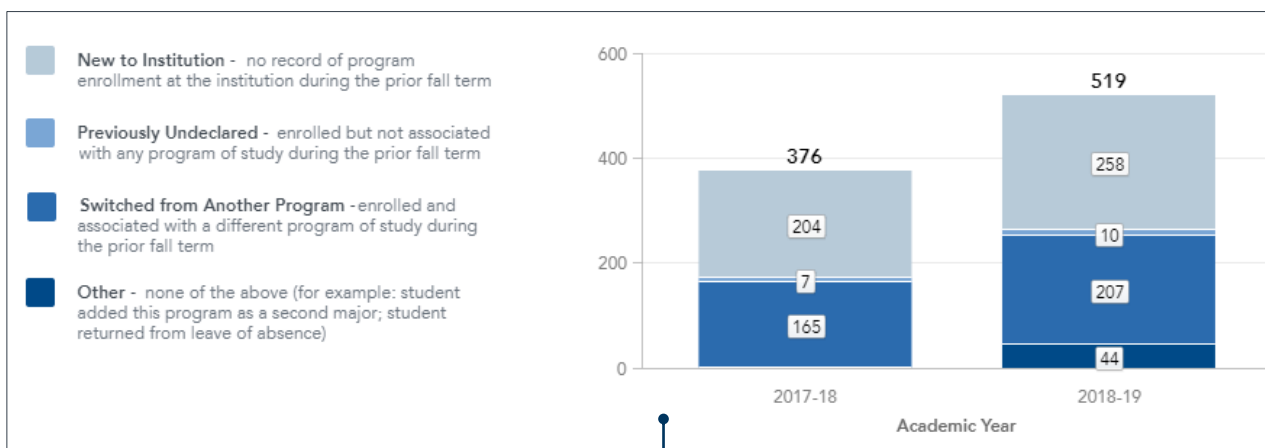


Refer to the 3-Year Trend KPI and use the chart for a visual of the enrollment trend. Migration into the Bachelor of Science – Criminal Justice was higher than migration out of the program.

4 Perform an Analysis on Migration Into the Program

Scroll down to the **Migration In: Three Questions to Ask** portion of the tab. Go through the analysis question-by-question.

Question 1: Does our program attract mostly new/previously undeclared students, or major-changers?



Use the key on the left-side of the analysis to understand from which sources students who migrated in the program originated. At Woodley University most students who migrated in the Bachelor of Science – Criminal Justice program were new to the institution. More students migrated in the program in 2018-19 than in 2017-18.

► **Question 2: Are there common “source programs” from which we attract major-changers?**

Click on **View Source Programs** to see from which specific programs the Bachelor of Science – Criminal Justice program is attracting their majors.

2. Are there common “source programs” from which we attract major-changers?

> **View Source Programs**

> Explore tactics to better align degree requirements across

Most students who migrated in the Bachelor of Science – Criminal Justice program had declared an intended, or anticipated, degree in criminal justice.

Academic Year	2017-18	2018-19
Previous Program	# of Studen	# of Stu
Intended Degree - Criminal Justice	103	109
Bachelor of Science - Sociology	1	17
Bachelor of Science - Psychology	2	10
Intended Degree - Psychology	3	6
Bachelor of Science - Biology	8	5
Intended Degree - Management	2	5
Intended Degree - Biology	5	4
Bachelor of Science - Physical Education	1	1

Click on **Explore Tactics** to learn how to better align degree requirements across common programs, such as Criminal Justice and Sociology.

2. Are there common “source programs” from which we attract major-changers?

> View Source Programs

> **Explore tactics** to better align degree requirements across common programs

Reduce Curricular Bottlenecks

UNDERSTANDING THE PROBLEM

Complex prerequisite pathways and non-degree-granting tracks lead to under- and overenrolled courses and excess credits, while reducing options for student course-taking. Demand for individual courses is often driven by prerequisite requirements and rigid curricula, leading to increased workloads and making it more difficult for students to path themselves through the curriculum. Students may graduate with more than the required number of credits, while common prerequisites are overfilled.

STRATEGY


Diagnose areas of curricular over-complexity to simplify rigid prerequisite pathways

► **Question 3: If we are struggling to attract new/previously undeclared students, how can we re-articulate the value of our program?**

Click on **Explore Tactics** to read best practice research on articulating your program value.

3. If we are struggling to attract new/previously undeclared students, how can we re-a

> **Explore tactics** to rearticulate the value of the program

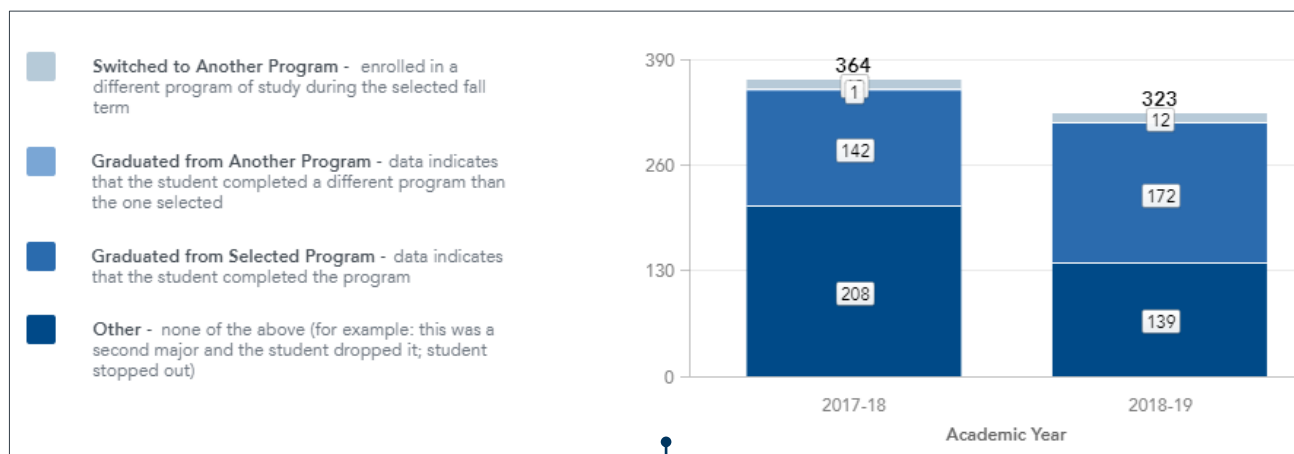
 EAB

Reclaiming the Value of the
Liberal Arts for the 21st Century

5 Perform an Analysis on Migration Out of the Program

Scroll down to the **Migration Out: Three Questions to Ask** portion of the tab. Go through the analysis question-by-question. This analysis is like the Migration In analysis but pertains to students who left the selected program.

► Question 1: Where do the students who leave our program go?



Use the key on the left-side of the analysis to understand to which programs students went after they were enrolled in the Bachelor of Science – Criminal Justice program. At Woodley University, migration out of the program was lower in 2018-19 than in 2017-18. Most students who left the program in 2018-19 graduated from another program.

► Question 2: Are there common “destination programs” to which students migrate?

Click on **View Destination Programs** to see to which specific programs students migrated.

2. Are there common “destination programs” to which students migrate?

> [View Destination Programs](#)

> [Explore tactics](#) to better align degree requirements across common programs

Click on **Explore Tactics** to learn how to better align degree requirements across common programs to support student progress.

2. Are there common “destination programs” to which students migrate?

> [View Destination Programs](#)

> [Explore tactics](#) to better align degree requirements across common programs

► **Question 3: How can we facilitate student progress?**

Use the three reports to analyze potential academic and capacity-related course barriers to student success in this program.

a Get More Granular: Set Your Course Filters

Under the third question of Migration Out portion of the tab, use the course filters to narrow your analysis.

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

COURSE PREFIX	COURSE CODE	COURSE NAME
CRJS	All	All

b View Count of DFW Grades

Use the **Count of Students in Your Program Receiving D/F/W, by Course and Section, Total Across Past Three Years** report to view count of DFW grades in the selected course(s) for own and service majors.

Courses Taken by Students in Your Program					Course Attempts	Count of Students Receiving D/F/W		
Course Code	Course Name	Course Type	Course Ref No	Instructor Type	Own majors	Own majors	Other majors	
CRJS355	Masked CRJS355	Lecture	18469	Not Tenure Track	28	13	2	
			30327	Not Tenure Track	24	12	5	
CRJS444	Masked CRJS444	Lecture	22327	Tenured	15	10	1	
CRJS355	Masked CRJS355	Lecture	30328	Not Tenure Track	15	9	9	
CRJS421	Masked CRJS421	Lecture	13666	Tenured	32	9	3	
CRJS448	Masked CRJS448	Lecture	26395	Adjunct	28	9	4	
CRJS262	Masked CRJS262	Lecture	10053	Tenured	21	8	7	

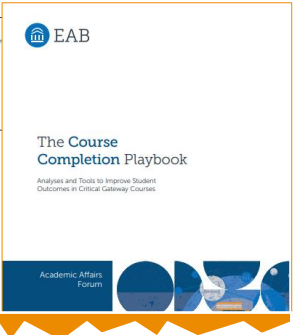
Click the downward arrow next to the Own Majors metric name in the Count of Students Receiving D/F/W (Total Across Past Three Years) column to sort values in descending order. Courses that appear highest in the table represent courses in which Bachelor of Science – Criminal Justice majors received the highest number of DFW grades.

c Learn from EAB Research Experts

Click on **Explore Tactics** to read best practice research on improving student outcomes in courses that have a high impact on students.

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



Source: Academic Performance Solutions.

d Refine Your Analysis: Set Your Final Grade Filter

Located right below the previous report, use the Final Grade filter to view the percentage of students in the selected program who received the selected grade(s).

ii) Final Grades Earned by Students in Your Program, by Course and Section, Selected Year. Note: use the "final grade" filter below to calculate the percentage of students in your program that received the selected grade(s).

FINAL GRADE
F

e See Final Grades for Selected Courses

Use the **Final Grades Earned by Students in Your Program, by Course and Section, Selected Year** report to view count of students who received the selected grade(s).

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 Major
CRJS215S	Masked CRJS215S	26409	48	0	0.0%	21	26.3%
CRJS421	Masked CRJS421	34053	48	0	0.0%	42	50.0%
CRJS462	Masked CRJS462	34077	48	0	0.0%	11	23.4%

Click the downward arrow next to the Percentage metric name in the Selected Majors Receiving Selected Grade column to sort values in descending order. Courses that appear highest in the table represent courses in which the highest percentage of Bachelor of Science – Criminal Justice majors who were enrolled in the course received an F grade.

f Leverage the Last Report to View High-Fill Rate Courses

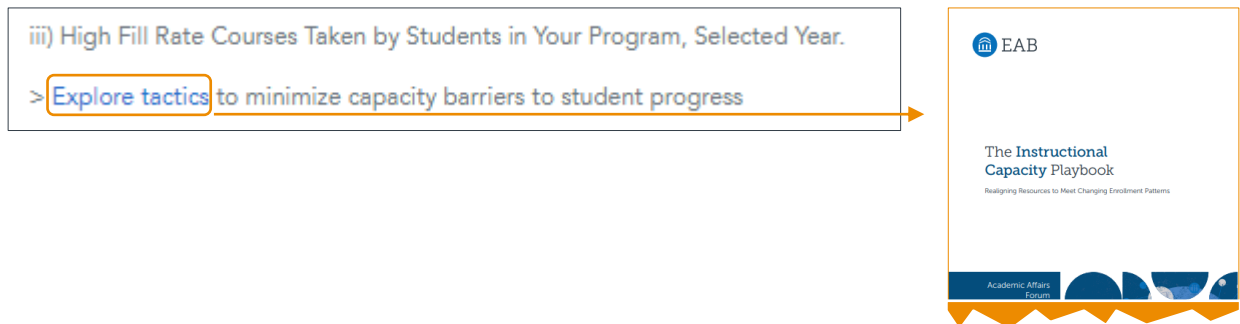
Use the **High Fill Rate Courses Taken by Students in Your Program, Selected Year** report to view courses that have high fill rates, which may pose a barrier to students who are unable to enroll in the course(s) but need to complete the course(s) for major or graduation requirements.

Courses Taken by Students in Your Program, Selected Year						Course Enrollment	Section Fill Rate
Course Code	Course Name	Course Type	Course Ref No	Instructor Type	Own Majors	Fill Rate	
CRJS368	Masked CRJS368	Practicum	32166	Tenured	7	140.0%	
CRJS395	Masked CRJS395	Lecture	30142	Adjunct	24	108.6%	
CRJS401	Masked CRJS401	Lecture	14266	Not Tenure Track	30	105.7%	
CRJS320	Masked CRJS320	Lecture	26151	Not Tenure Track	57	105.4%	
CRJS323	Masked CRJS323	Lecture	10086	Adjunct	38	102.2%	

Similar to the two previous reports, click the downward arrow next to the Fill Rate metric name in the Section Fill Rate column to sort values in descending order. Courses that appear highest in the table represent highest-fill rate courses. Use the Own Majors metric column to see how many of the program's own majors enrolled in the high-fill rate courses.

g Learn Best Practice Strategies

Click on **Explore Tactics** to learn how to mitigate capacity barriers to student progress.



Key Takeaways from Sample Analysis Conducted

- The Bachelor of Science – Criminal Justice program has experienced high enrollment growth, indicating a potential need for additional support.
- Over the past three years, migration into the program has grown more than migration out of the program. This supports the program enrollment growth finding.
- Migration into the program analysis showed that most students who migrated into the program were new to the institution or had previously declared an intended degree in criminal justice.
- Migration out of the program analysis showed that most students who leave the Bachelor of Science – Criminal Justice program graduated from another program in 2018-19; stopped out in 2017-18.
- There are best practice tactics on rearticulating our program's value and better aligning degree requirements across common programs that we can employ to boost program enrollment and support student progress.
- There are several Criminal Justice courses (CRJS course prefix) in which the program's own and service majors have struggled to attain credit.
- There are several high-fill rate Criminal Justice courses in which the program's own majors are enrolled, which may pose a barrier to student progress if students who need to take the courses cannot enroll.
- EAB's best practice tactics can be employed to reduce barriers to course completion and capacity to better support student progress.