

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.

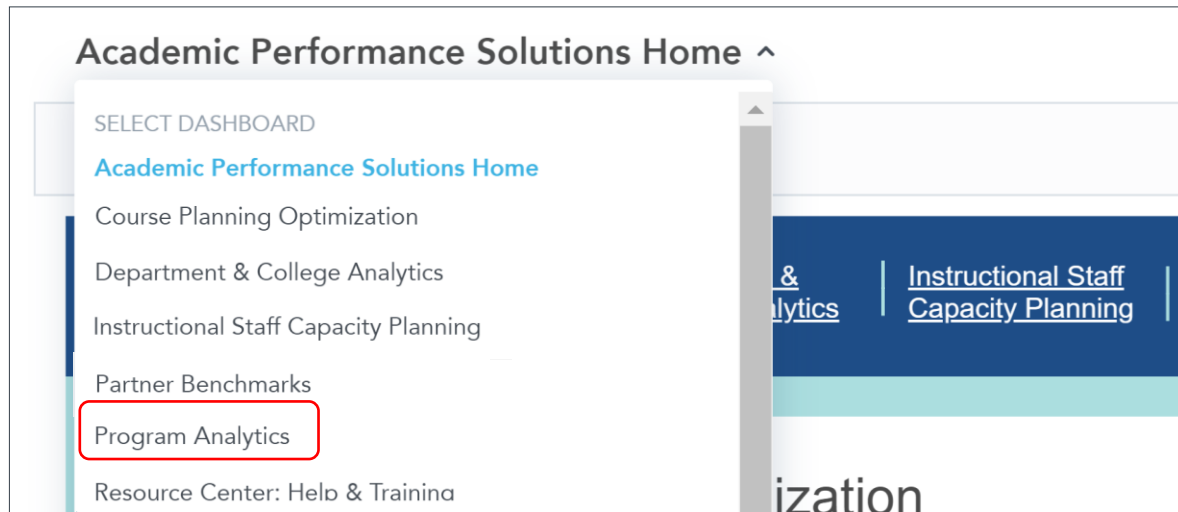
Source: Academic Performance Solutions.

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: Inform Your Academic Unit's Review Process

Use the steps below to assess individual program and department performance 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 **Department/Program Review tab** is designed to provide unit leaders with easy access to essential metrics to inform their annual unit health check-up or traditional program review process. Analyses on the tab are structured similarly by providing 3-year trend rate KPIs for the unit(s) and college, along with more detailed data in the accompanying table.

1 Get Started: Set Your Filters

On the **Department/Program Review tab**, use filters at the top of the page to refine your analysis.

- College filter: Select a college to view. To achieve a more granular look into health and performance, this filter must be selected.
- Department filter: Select departments in the filtered college to view.
- Academic Year and Term filters: Select the time period.

Which academic unit do you want to review?

Choose one College and the Department(s) under your purview.

COLLEGE

College of Arts and H... ▼

DEPARTMENT

Sociology ▼

Which programs of study?

Choose all Degree(s) and Major(s) under your purview.

DEGREE

All ▼

MAJOR

All ▼

In which academic year?

ACADEMIC YEAR

2018-19 ▼

During which term(s)?

TERM

All ▼

2 Diagnose the Population of Students Served by the Department(s)

Scroll down to the **Enrollment in Courses Offered by Department** report to view the breakdown of own vs. service majors who have attempted student credit hours (SCH) in the department(s).

				Academic Year		
				2016-17	2017-18	2018-19
3-Yr Trend, Attempted SCH	My Department(s)	College Comparison	Total SCH	13,980	13,198	29,725
	+45.8%	+4.6%	% of Attempted SCH Taught to Own Majors	50.3%	52.3%	66.6%
			% of Attempted SCH Taught to Service Majors	49.7%	47.7%	33.4%

Compare the 3-Year Trend in Attempted SCH for the department(s) and college. At Woodley University, the Sociology Department is growing almost ten times more than the College of Arts and Humanities.

There has been a steady increase in the percentage of attempted SCH taught to the department's own majors and a slight dip for SCH taught to service majors.

3 Assess Enrollment Trends by Program

Scroll down to the **Enrollments in Programs of Study** report to view enrollment trends for programs offered by the department. This report is similar to the previous report but provides a closer look at specific programs offered by the selected department.

			Academic Year		
			2016-17	2017-18	2018-19
3-Yr Trend, Enrollment in Programs	My Program(s)	College Comparison	Program Name	Headcount	Headcount
	+2.7%	-1.4%			
			Bachelor of Science - Criminal Justice	897	947
			Bachelor of Science - Sociology	187	183
			Intended Degree - Criminal Justice	317	320
			Intended Degree - Sociology	39	62
			Bachelor of Arts - Criminal Justice	50	38
			Master of Arts - Applied Sociology	18	13
			Bachelor of Arts - Sociology	13	13
			Certificate - Homeland Security EN		1
			Rollup	1,464	1,517

Compare the 3-Year Trend in Enrollment in Programs for the program(s) and college. While the college has experienced a decline in program enrollments, the Sociology Department has experienced growth.

In the table, click on the arrow next to the Headcount metric to sort values. Consistent with our findings from the Program Portfolio tab, the Bachelor of Science – Criminal Justice program has the highest enrollment in the department.

4 Refine Your Analysis: Set Your Course Level Filter

In the Student Progress portion of the tab, use the **Course Level filter** to select the course levels for which you wish to view student progress metrics. In this portion of the tab, use the analyses to determine if students are progressing through programs as expected.

Student Progress

Are students progressing through the courses and programs offered by the department as expected?

> [Explore tactics](#) to improve course completion rates

> [Implement](#) best practices to promote timely degree completion

COURSE LEVEL

All

Search...

Select all · Clear

☒ 100-Level
 ☒ 200-Level
 ☐ 300-Level
 ☐ 400-Level
 ☐ 500-Level
 ☐ 600-Level
 ☐ 700-Level
 ☐ 800-Level
 ☐ 900-Level

Cancel

Apply

Use the Course Level filter to select 100- and 200-Level to view data for lower division courses in the department.

5 View Course Completion Rates

Scroll down to the **Median Course Completion Rates in the Department** report to view course completion trends for own and service majors.

			Academic Year		
			2016-17	2017-18	2018-19
3-Yr Trend, Median Course Completion Rate	My Department(s)	College Comparison	Median Completion Rate	95.5%	91.1%
	-1.8%	-0.6%	Median Completion Rate- Service Majors	95.6%	91.1%
			Median Completion Rate- Own Majors	90.6%	91.3%
				90.4%	

Median course completion rate has been trending downwards for both the department and college. In the department, both own and service majors have experienced a slight dip in median course completion rates as well.

6 Get a Deeper Look at Student Progress

Scroll down to the **Graduates from Programs** report to view graduate rate trends and number of students who graduated from the program.

			Academic Year		
			2016-17	2017-18	2018-19
3-Yr Trend, Graduates from Programs	My Program(s)	College Comparison	Program Name	Headcount	Headcount
	+21.1%	+3.8%	Bachelor of Science - Criminal Justice	159	193
			Bachelor of Science - Sociology	38	51
			Bachelor of Arts - Criminal Justice	8	5
			Bachelor of Arts - Sociology	4	3
			Master of Arts - Applied Sociology	3	4
			Rollup	212	256
				311	

Although median course completion rate in the department is declining, the number of graduates from the programs is growing. In particular, the number of graduates has increased substantially for the Bachelor of Science – Criminal Justice and Bachelor of Science – Sociology programs.

7 Dig Into Student Progress One Step Further: Set Your Filter

Still under the Student Progress portion of the tab, use the **Attained 60 Credits in This Year and Term filters** under Program Graduation Rate After 60 Credits to refine your analysis.

Which cohort of students do you want to view?

ATTAINED 60 CREDITS IN THIS YEAR
2018-19

TERM (OPTIONAL)
All

The year selected using the Attained 60 Credits in This Year filter is the year that the cohort of students attained 60 institutional credits.

8

Use the **Program Graduation Rate After 60 Institutional Credits report** to view the percentage of students who graduated from the program within three years of attaining 60 cumulative credits from the institution. This metric excludes credits earned from other institutions by transfer students.

Median Program Graduation Rate After 60 Credits	My Program(s)	College Comparison	Program Name	Graduation Rate
	30.7%	32.6%	Bachelor of Arts - Sociology	100.0%
			Bachelor of Science - Criminal Justice	25.6%
			Bachelor of Science - Sociology	30.7%
			Median	30.7%

At Woodley University, 25.6% of students pursuing the Bachelor of Science – Criminal Justice program, who attained 60 credits in the 2018-19 academic year, graduated from the program in three years since credit attainment.

9

Under the Instructional Staff portion of the tab, use the **Assigned College and Assigned Department filters** to refine your analysis.

Which instructors do you want to include?

Assigned College and Assigned Department indicate where the instructors taught the majority of their course load in the selected year.

ASSIGNED COLLEGE

All

ASSIGNED DEPARTMENT

Sociology

10

Use the **Headcount and SCH Load of Instructors in the Department report** to see headcount and workload trends by instructor type. Determine if there is an appropriate mix and number of instructors to support programs.

3-Yr Trend, Instructor Headcount	Assigned Department(s) +29.9%	College Comparison -1.4%
3-Yr Trend, Median SCH Taught per Instructor	Assigned Department(s) -13.0%	College Comparison +1.5%

Instructor Type	Instructional Staff Mix		Median SCH Taught per Instructor	
	Headcount	3-Yr Trend	Median SCH	3-Yr Trend
Tenured	17	+10.2%	358.5	+34.1%
On Track	4	+41.4%	301.5	-29.7%
Adjunct	24	+119.1%	255.0	+18.0%
Not Tenure Track	9	-9.5%	1,221.0	+48.7%
Rollup	54	+29.9%	321.0	-13.0%

Compare the 3-Year Trends in Instructor Headcount and Median SCH Taught per Instructor for the assigned department(s) and the college. At Woodley University, the Sociology Department has experienced growth in instructor headcount and a decline in median SCH taught per instructor; the college has experienced opposite trends in comparison.

11 Refine Your Analysis: Set New Filters

Under the Instructors Teaching Students in Our Program of Study portion of the tab, use the **Program filter** and select the program you wish to investigate further. Use the other filters if you wish to refine your analysis even more.

Note: The filters at the very top of the tab carry over and apply to this portion of the page. In our example, College of Arts and Humanities (College filter) and Sociology (Department filter) have been applied.

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

PROGRAM	COURSE DIVISION	COURSE TYPE	COURSE PREFIX	COURSE CODE
Bachelor of Science ...	All	All	All	All

12 View Who's Teaching Students in the Program

Use the **Instructors Teaching Students in Our Program of Study report** to see with which instructors students are interacting with through their coursework.

Academic Year			
Academic Year	2016-17	2017-18	2018-19
Instructor Type	Headcount %	Headcount %	Headcount %
Tenured	20.7%	22.2%	21.1%
On Track	5.2%	4.6%	5.9%
Adjunct	45.9%	45.4%	48.1%
Not Tenure Track	28.2%	27.8%	24.9%

At Woodley University, most of the coursework taken by students in the Bachelor of Science – Criminal Justice program was taught by adjunct instructors. In comparison, a notably lower 21.1% of sections were taught by tenured instructors.

Key Takeaways from Sample Analysis Conducted

- Enrollment in the Sociology Department is growing more than the College of Arts and Humanities.
- Like its department, the Bachelor of Science – Criminal Justice program has experienced high enrollment growth. This indicates the program may need additional support to accommodate student demand.
- Both the Sociology Department and College of Arts and Humanities have experienced declining course completion rates, but the number of graduates from the programs offered has increased. This reveals a potential opportunity to provide students with supporting resources to further promote their progress.
- The Sociology Department has experienced growth in instructor headcount, but a decline in median SCH taught per instructor; the college has experienced opposite trends in comparison.
- Most students who attempted coursework in the Bachelor of Science – Criminal Justice program were taught by adjunct instructors, revealing a potential need to reassess instructor assignments to ensure there is ample student interaction with all instructional staff classifications (at levels that are deemed appropriate by the institution).