

# 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.

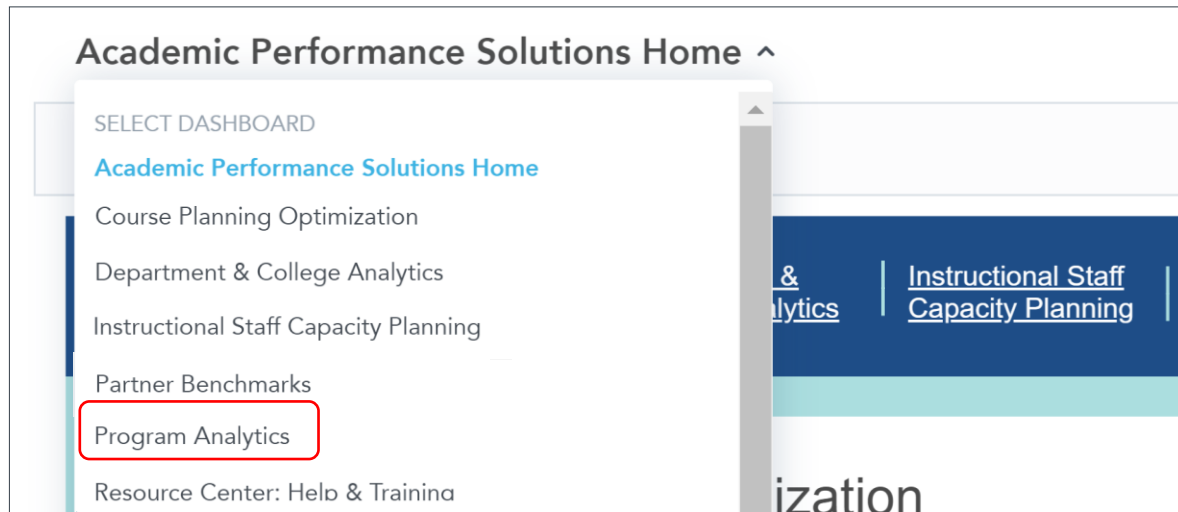
# Access the Program Analytics Dashboard

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## 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: Manage Your Program Portfolio for Efficiency

Use the steps below to identify programs in your portfolio that require additional support. For instructional purposes, the institution referred to in this guide is called Woodley University.

*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 Portfolio tab** is designed to provide Provosts and other academic leaders a high-level diagnostic of colleges or departments under their purview.

## 1 Get Started: Set Your Filters

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

- If you're a provost or dean, use the **College** filter to view departments and courses in your purview.
- If you're a department chair, use the **Department** filter to view courses in your purview.
- Use the Academic Year filter to choose the timeframe.

Which programs do you want to view?

Choose a College or Department to view its program portfolio. Or, if you're looking for an interdisciplinary program that spans Colleges and/or Departments, use only the Program filter instead.

The Major field may include majors, minors, certificates, and other program types depending on your institution's settings.

COLLEGE	DEPARTMENT	DEGREE	MAJOR	PROGRAM	ACADEMIC YEAR
All	All	All	All	All	2019-20

## 2 Gain a Quick Pulse Check

Scroll to the **Overview** portion located directly below the filters. Use the Overview for high-level details about the college's program portfolio, enrollment in programs, and graduates in programs.

Overview					
Program Portfolio		Enrollment in Programs		Graduates from Programs	
Number of Programs	3-Yr Trend	Student Headcount	3-Yr Trend	Student Headcount	3-Yr Trend
105	+11.1%	8,758	-1.4%	1,234	+3.8%
Excludes undeclared programs and programs without any students enrolled in the selected year		Students pursuing multiple programs are only counted once		Students who graduated from multiple programs are only counted once	

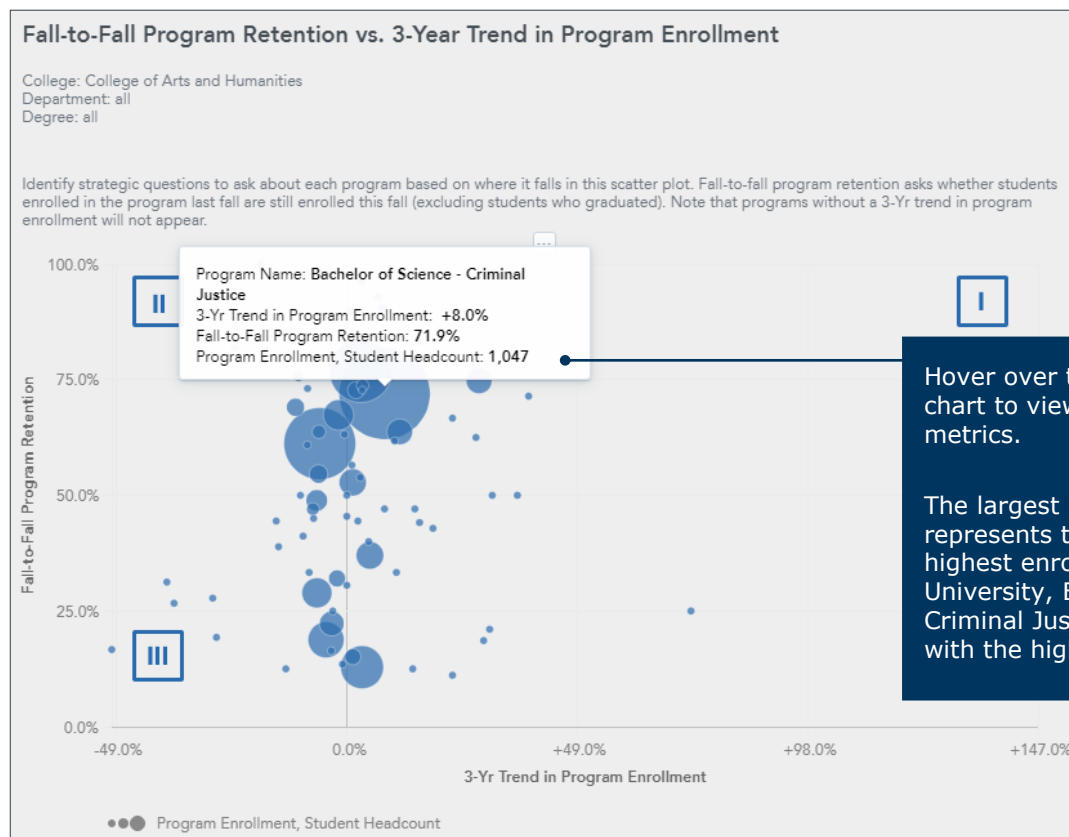
This Overview shows that in the college or department selected, the number of programs offered has grown, enrollment in programs offered has declined, and number of students who have graduated from the programs has increased over the last three years.

### 3 Assess Fall-to-Fall Program Retention and Enrollment Trends

Scroll to the **Fall-to-Fall Program Retention vs. 3-Year Trend in Program Enrollment** analysis to identify programs that require additional support in response to either growing or declining demand.

Each bubble in the chart represents a unique program offered at the institution. Use the quadrants in the chart to assess programs in relation to one another.

- Quadrant I: Enrollment is increasing; most students continue fall-to-fall
- Quadrant II: Enrollment is decreasing; most students continue fall-to-fall
- Quadrant III: Enrollment is decreasing; few students continue fall-to-fall
- Quadrant IV: Enrollment is increasing; few students continue fall-to-fall



Hover over the bubble in the chart to view program-specific metrics.

The largest bubble in the chart represents the program with the highest enrollment. At Woodley University, Bachelor of Science – Criminal Justice is the program with the highest enrollment.

### 4 View Quadrant-Specific Details and Recommendations

Scroll down below the Fall-to-Fall Program Retention vs. 3-Year Trend in Program Enrollment chart to view quadrant-specific details and available supporting resources.

I	Enrollment is increasing Most students continue fall-to-fall	<ul style="list-style-type: none"><li>&gt; Monitor for capacity constraints</li><li>&gt; Consider adding more resources</li><li>&gt; <a href="#">View programs</a></li></ul>	<ul style="list-style-type: none"><li>&gt; <a href="#">Learn how</a> to increase capacity in high demand areas</li><li>&gt; <a href="#">Make a data request</a></li></ul>
II	Enrollment is decreasing Most students continue fall-to-fall	<ul style="list-style-type: none"><li>&gt; Review for excess capacity</li><li>&gt; Focus on attracting new students</li><li>&gt; <a href="#">View programs</a></li></ul>	<ul style="list-style-type: none"><li>&gt; <a href="#">Measure and manage</a> loads</li><li>&gt; <a href="#">Explore tactics</a> to attract more students</li></ul>
III	Enrollment is decreasing Few students continue fall-to-fall	<ul style="list-style-type: none"><li>&gt; Diagnose decreasing enrollment</li><li>&gt; Review for excess capacity</li></ul>	<ul style="list-style-type: none"><li>&gt; <a href="#">Learn how</a> to interpret major migration patterns</li></ul>

The center column of text describes recommendations based on the program's state of enrollment and fall-to-fall retention.

## 5 See Programs in Each Quadrant

Click on **View Programs** to open a pop-up window of programs and corresponding metrics in each quadrant.

I

Enrollment is increasing  
Most students continue fall-to-fall

> Monitor for capacity constraints

> Consider adding more resources

> View programs

II

Enrollment is decreasing  
Most students continue fall-to-fall

> Review for excess capacity

> Measure and track faculty course

III

Enrollment is decreasing  
Few students continue fall-to-fall

> Diagnose decreasing enrollment

> Review for excess capacity

Programs With Positive 3-Year... » >50% retention and positive 3...

Program Name	Enrollment in Program	3-Yr Trend in Enrollment	Fall-to-Fall Retention
Bachelor of Arts - Art History	25	+38.7%	71.4%
Bachelor of Arts - Communication	209	+2.0%	72.7%
Bachelor of Arts - International Studies	157	+3.3%	73.8%
Bachelor of Arts - Music	16	+3.3%	72.7%
Bachelor of Arts - Philosophy	47	+1.1%	56.5%
Bachelor of Arts - Political Science	73	+2.9%	53.8%
Bachelor of Arts - Women's Studies	12	+30.9%	50.0%
Bachelor of Music - Music Industry	20	+15.5%	83.3%
Bachelor of Science - African Amer and African St	13	+36.3%	50.0%
Bachelor of Science - Communication	722	+3.0%	76.8%
Bachelor of Science - Criminal Justice	1,047	+8.0%	71.9%
Bachelor of Science - Geography	74	+10.1%	61.8%
Bachelor of Science - Sociology	307	+28.1%	74.7%
Bachelor of Science - Women's Studies	26	+27.5%	62.5%
BS in Business Admin. - Accounting	324	+1.3%	52.8%
BS in Business Admin. - Finance	307	+11.3%	63.7%

The pop-up window shows programs in Quadrant I, which have increasing enrollment and steady fall-to-fall retention.

Click on the arrow next to each metric name (column name) to sort values. View values in either descending or ascending order.

## 6 Download Supporting Resources

Click out of the pop-up window and hover over towards the third column of text.

I

Enrollment is increasing  
Most students continue fall-to-fall

> Monitor for capacity constraints

> Consider adding more resources

> View programs

II

Enrollment is decreasing  
Most students continue fall-to-fall

> Review for excess capacity

> Focus on attracting new students

> View programs

III

Enrollment is decreasing  
Few students continue fall-to-fall

> Diagnose decreasing enrollment

> Review for excess capacity

> Learn how to increase capacity in high demand areas

> Make a data-informed faculty line request

### Increase Capacity in High-Demand Areas

**UNDERSTANDING THE PROBLEM**

Departmental resources have not kept up with enrollment increases in high-demand programs. In programs with high and growing student demand, faculty are often overloaded and unit leaders must hire adjuncts to teach courses. Students are unable to register for required courses. Often, demand is driven by general education and service enrollments, which disadvantages service departments in the traditional headcount-based model of faculty line allocation.

**STRATEGY**

Reassign resources to areas of greatest demand where possible, and create overflow capacity where constraints persist. To ensure that capacity paces with demand in fast-growing departments, central administration should proactively direct funding not just toward programs with increasing enrollment but also the departments that provide service courses to their students. Then, once resources have been exhausted, programs should look to off-cycle options for course scheduling to ensure that student demand is met at the individual course level. Ideally, central incentives can be provided to departments that do so.

**PROMISING PRACTICES**

**5: Enrollment Growth Funding (p. 26)**

- Assign funding and faculty lines to units based on course-level enrollment
- Enrollment trend taken together with curricular interdependency calculation drives resource allocation
- Service units gain resources to accommodate growth in courses

**6: Faculty Line Reassignment (p. 27)**

- After faculty retirement, reallocate portion of salary not used for new hire to a central strategic fund
- Enrollment drives full faculty line allocation while strategic fund expands research and service capacity in low-enrollment or low-growth units

**7: Overflow Capacity for Bottleneck Courses (p. 29)**

- Create capacity for high-demand courses during summer, winter sessions, online, and in accelerated, late-start format
- Provides more flexibility for faculty and students and can be a revenue generator for academic units

Click on each resource to access best practice research, APS how-to guides, and guidance related to each recommended action.

Use the resources to inform your next steps.

## 7 Get Another Perspective: View the Chart Data in a Table

Scroll down to the **Enrollment Graduates, and Fall-to-Fall Retention by Program** table to view the data presented in the previous chart in a table.

Program Name	Enrollment in Program		Graduates from Program		Fall-to-Fall Retention
	Headcount	3-Yr Trend	Headcount	3-Yr Trend	Rate
Bachelor of Science - Criminal Justice	1,047	+8.0%	254	+26.4%	71.9%
Bachelor of Science - Interdisciplinary Studies	827	-5.8%	120	-1.2%	61.2%
Bachelor of Science - Communication	722	+3.0%	168	+3.4%	76.8%
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%
Intended Degree - Accounting	356	-6.4%			28.9%
Intended Degree - Finance	328	+4.9%			37.0%
BS in Business Admin. - Accounting	324	+1.3%	47	-12.2%	52.8%
BS in Business Admin. - Finance	307	+11.3%	88	+12.1%	63.7%
Bachelor of Science - Sociology	307	+28.1%	84	+48.7%	74.7%
Intended Degree - Criminal Justice	297	-3.2%			22.3%
Bachelor of Science - Occupational/Tech Studies	262	-6.4%	41	+46.9%	48.9%
Intended Degree - Fine Arts	222	-6.0%			54.6%

Click on the arrow next to each metric name to sort values. Sorting the Enrollment Headcount in descending order, the programs with the highest enrollment appear first in the table. Like the larger bubbles in the chart represented high program enrollment, the same is shown in the table.

### Key Takeaways from Sample Analysis Conducted

- In the College of Arts and Humanities at Woodley University, the number of programs offered has grown, enrollment in programs offered has declined, and number of students who have graduated from the programs has increased over the last three years.
- Bachelor of Science – Criminal Justice is the program with highest enrollment in the college’s program portfolio in the selected year. Program enrollment was 1,047 with a +8.0% trend; fall-to-fall retention was 71.9%. This program is experiencing growth, thus may need additional support.
- Ways to support the Bachelor of Science – Criminal Justice program:
  - Increase instructional capacity: Reassign instructional staff; reallocate resources from low-demand courses to the program’s high-demand courses
  - Request a new instructional staff line: If resources are exhausted and there is need to accommodate demand, submit a request for a new instructional staff line