

# APS Data

It's easy for academic leaders to feel overwhelmed by the volume of data that is increasingly available. By systematically embedding key metrics into core planning processes, you can begin to connect the dots between the performance of your programs, resource distribution, and other budgetary decisions driven by academic units. An annual program health checkup should be the starting point for continuous program portfolio management. From there, use the opportunities surfaced during that process to inform decisions around resource allocation, capacity, and faculty lines.

**Annual Health Checkup**

**Budget Process**

**Faculty Line Decisions**

**42%** of students **Don't Earn Credit** for AT LEAST 1 lower-division course

DFW Rates

Earned SCH

**TAKE ACTION**  
Pinpoint courses where students are consistently struggling

Growth in unique courses compared to enrollment

**TAKE ACTION**  
Collapse low-fill sections, or offer some courses less frequently

**60%** of low-fill courses were also less than 70% full during the previous TWO years

Bottleneck courses

Growth in unique courses compared to enrollment

Class size

**TAKE ACTION**  
Find overcrowded, bottleneck courses that may be limiting student progress

Low-fill-rate courses

Credit hours taught

Share of credit hours taught to majors

On average, **33%** of departments

teach **47%** of student credit hours

but award only **18%** of degrees

**TAKE ACTION**  
Measure the instructional capacity gap between the actual student credit hours taught and potential hours

Credit hours taught

Off-peak enrollment

Share of credit hours taught to majors

Low-fill-rate courses

Bottleneck courses

Low-fill-rate courses

Growth in unique courses compared to enrollment

Class size

of departments adding **New Faculty Lines** **39%** had **FLAT** or **DECLINING** enrollment over the previous two years

**TAKE ACTION**  
Consider opportunities to increase off-peak enrollment

Attempted SCH trends

**TAKE ACTION**  
Plan for additional resources needed by expanding programs

Low-fill-rate courses

Growth in unique courses compared to enrollment

**TAKE ACTION**  
Identify departments that are primarily service departments with few of their own majors

Attempted SCH trends

Credit hours taught

Bottleneck courses

Class size

Source: Academic Performance Solutions member data; n=63 institutions; academic years 2016-2018; undergraduate courses only.