



Back to School: Refresher on the APS Platform

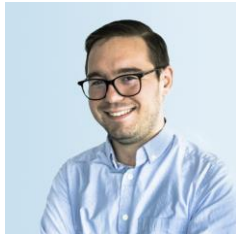
September 19, 2019

Academic Performance Solutions

Today's Presenter



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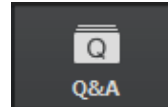
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APS Dedicated Consultant

Navigating Zoom

Ask a Question

To ask the presenter a question, use the Q&A button on the toolbar.



Having trouble with Zoom?

Contact us at APS@eab.com

We would love to hear from you!

Please take a few minutes to fill out the survey that will appear at the end of this webinar. It may appear as a tab in your browser.

- 1 Introduction to APS
 - 2 Key Terms and Methodology
 - 3 Three Tips for Adoption of the APS Platform
 - 4 New Instructional Staff Capacity Workflow
 - 5 Demonstration of New Workflow
-

Academic Performance Solutions

The Value of the APS Membership

APS Platform

Desktop access to key performance metrics that give visibility across your institution's student, HR, and finance data

Departmental Peer Benchmarks

Apples-to-apples comparisons to peers and aspirational peers' performance



Structured Analytics

Analyses to support planning conversations and decisions related to ongoing academic activities

National Collaborative

Annual Summit, webinars, and other opportunities for networking and learning

Enrollment Trends Calculations

Enrollment Trends in Coursework Are Not Impacted by Student Major

Calculating the Number of Distinct Students Registered for Coursework by College and by Department



Student Major: **Communication**

Student Courses for Academic Year 2016: **ENG101** and **HIS101**

Academic Year	2016
College Name	# of Registered Students
College of Arts and Humanities	15,607
College of Business	5,124
College of Education	1,075
College of Health Sciences	1,645
College of Sciences	14,429

Counted once in the College of Arts and Humanities.



Academic Year	2016
EAB Department Name	# of Registered Students
Communication	5,623
Dance	769
English	7,550
French	1,759
German	186
History	4,847

Counted once in English Department, once in History Department. Not included in Communication Department enrollment.

Attempted Student Credit Hours (SCH) Are Aggregated for Each Course ...



Each Student's Individual Attempted Student Credit Hours

Total Attempted Student Credit Hours in the Course

...Then Calculated by Course Categories and Over Time



Attempted SCH Aggregated by Course Categories

- By Level, Division
- By Course Type



Attempted SCH Over Time

- The compound annual growth rate of the time period based on the first and final year values

Instructional Staff Assignments in APS

Staff are Assigned to Colleges and Departments by Share of Classes Taught

- Staff are assigned to a college and department based on where they teach the majority of their courses
- This reflects the reality of where instructional staff time is spent and accounts for staff who teach a large share of courses outside of their home department

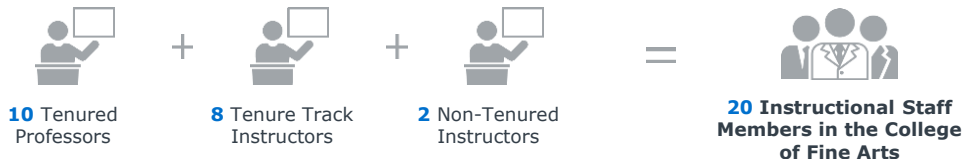
Staff are Categorized by Instructor Type



Tenure status is used to divide teaching faculty into instructor categories.

Staff Headcount is Aggregated by Instructor Type, Assigned College, and Assigned Department

Example Calculation



Courseload and Student Impact Calculations

Count of Distinct Course Sections Taught is Calculated for All Teaching Staff and Aggregated by Instructor Type, Assigned College, and Assigned Department

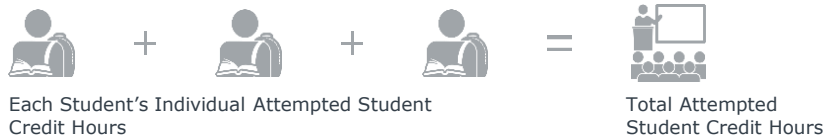
Example Calculation



Multiple Instructors for a Section?

Instructors' percent responsibility for each course section taught is used to assign course load.

Count of Attempted Student Credit Hours (SCH) Taught is Calculated for All Teaching Faculty and Aggregated by Instructor Type, Assigned College, and Assigned Department



Defining Direct Costs in APS



Instructional Costs are Allocated to Departments and Colleges by Budgeted Department

- Instructional staff data are attributed to the department that pays their salary, even if the instructional staff member teaches in another department
- Costs reflect department budgets, which is consistent with academic leadership's view of department-level and college-level budgeted cross structure

Direct Costs are Categorized Based on Account Code Groupings

Direct costs are calculated as a composite of four cost categories: Instructional Salaries, Non-Instructional Salaries, Employee Benefits, and General Operating Costs. This ensures that central overhead costs are not considered when determining the cost per student credit hour.

Instructional Staff Salaries

Salaries for instructional staff

Local Staff Salaries

Salaries for non-instructional staff, paid by departments or colleges

Benefits

Benefits for instructional and local staff

General Operating Expenses

General operating expenses paid by departments or colleges

Aggregate Cost Calculations

Direct Costs Are Aggregated by Colleges and Departments Across Account Categories

Cost per student credit hour is calculated by dividing total direct cost by total attempted credit hours produced within a department or college.

Example Calculation

$$\begin{array}{ccccccc} \begin{array}{l} \$14 \text{ M} \\ \text{College} \\ \text{Instructional} \\ \text{Staff Salaries} \end{array} & + & \begin{array}{l} \$1.2 \text{ M} \\ \text{College Local} \\ \text{Staff Salaries} \end{array} & + & \begin{array}{l} \$3.9 \text{ M} \\ \text{College} \\ \text{Benefits} \end{array} & + & \begin{array}{l} \$1.7 \text{ M} \\ \text{College} \\ \text{Operating} \\ \text{Expenses} \end{array} & \\ \hline & & 103,601 & & & & & \\ & & \text{College Attempted Student Credit Hours (SCHs)} & & & & & \\ \hline & & & & & & = & \begin{array}{l} \$200.77 \\ \text{Total College Cost} \\ \text{per SCH} \end{array} \end{array}$$

Tips to Promote Adoption of the APS Platform

Three tips to Drive Adoption

1

Provide Clear Direction

Clarify goals of use before users log into the APS platform.



Without clear direction, expect to see variable use, where 1-2 individuals find interesting opportunities

2

Offer Ongoing Support

Consider resources like office hours or custom use guides to help new users get started.



If no follow-up after training, some users may become lost or simply opt-out of next steps

3

Track and Measure Progress

Outline timelines and expectations around expected impact.



Impossible to track impact when there is no decision point or meeting when the data is on the table for discussion



Require Data be Used in Planning Processes

Four Ways to Leverage APS Data for Smarter Decision-Making

1

Academic Program Review

How can we more strategically evaluate department health on an annual basis?

- Compare enrollment trends and course completion rates to peer benchmarks
- Assess demand-capacity mismatches across all programs

2

Budget Planning

...standardize and streamline resource allocation decisions?

- Consolidate underfilled sections and redirect resources to bottlenecks
- Evaluate instructional costs per student credit hour across departments

3

Faculty Line Allocation

...make smart decisions about where to add faculty lines?

- Evaluate student credit hour production across departments
- Compare faculty teaching loads to peer benchmarks
- Analyze course completion rates by instructor type

4

Capacity Management

...structure offerings to align with demand and support student outcomes?

- Compare class sizes and fill rates to peer benchmarks
- Match proliferation of distinct courses with enrollment trends
- Analyze course load trends by instructor type

New Instructional Staff Capacity Workflow

Guided Analyses to Support Your Faculty Allocation

Dashboard Organized into Three Parts...

...to Inform Potential Next Steps

1

Attempted Student Credit Hours: How is Demand Changing?

Close look at shifts in demand by major as a result of shrinking and growing majors.

2

Seat Utilization and Class Size: How Efficient Are Current Course Offerings?

Prioritization of opportunities to offset the need for new instructional staff by looking at efficiency of course offerings.

3

Median SCH Taught: Do You Have The Right Instructional Capacity to Meet Course Demand?

Assessment of current instructional workload and capacity to determine if additional support is needed.



Apply Findings to Inform Action

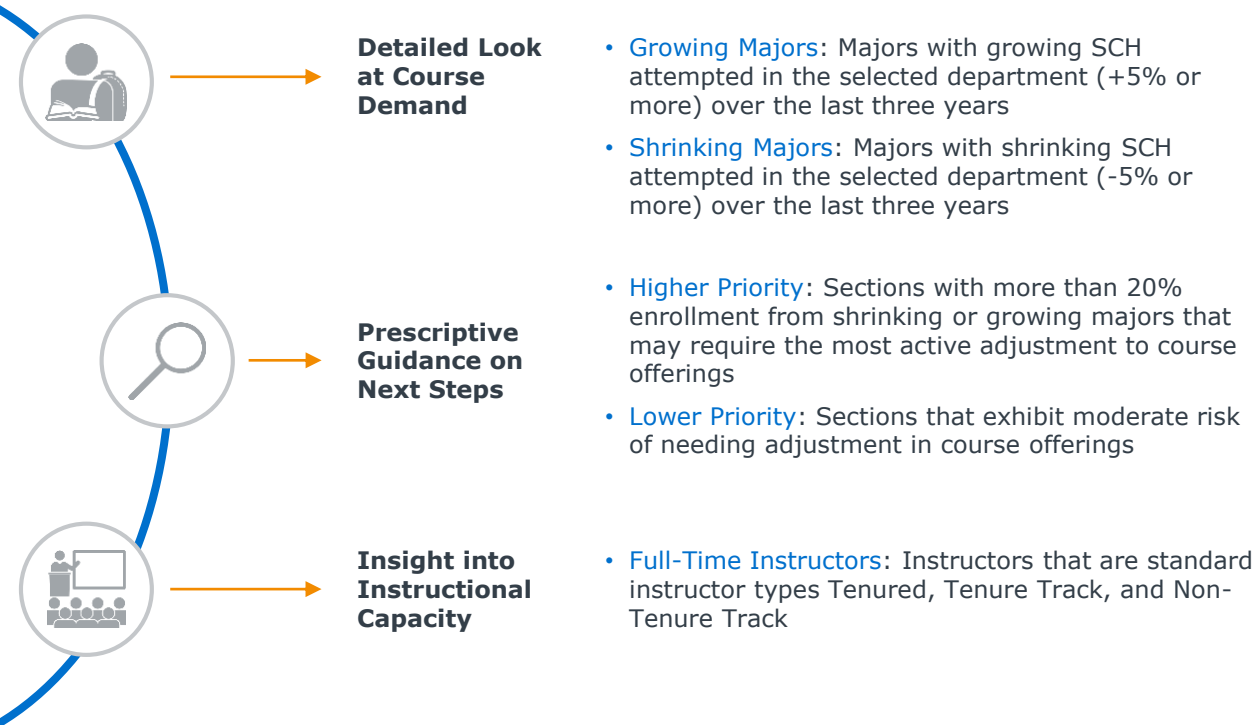
Consider Adding New Faculty Line

- Allocate additional resources to support courses with large number of growing majors
- Determine what instructor type the new staff will be, which course(s) they will teach, and at what course division

Consider Reallocating Faculty Line

- Consolidate low-fill sections and provide additional support to bottlenecks

Single Screen View of Familiar and New Metrics



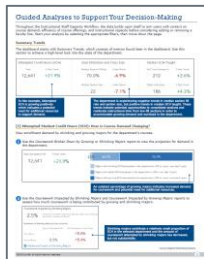


Live Demonstration

Maintain and Document Progress

Tip 2: Offer Ongoing Support

- Schedule bi-weekly office hours
- Hold lunch and learns
- Create custom use guides
- Make resources easily accessible



Available Resource:
Instructional Staff Capacity
Workflow How-to Guide

**If interested, work with
your dedicated consultant to
customize this resource*

Tip 3: Track and Measure Progress

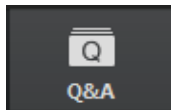
- Set expectations
- Schedule meetings with key stakeholders to discuss findings and surface opportunities
- Partner with your APS dedicated consultant to document your story in a case study



Your Institution's Future
Case Study!

Ask a Question

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Resources

- User Guide: Located in your [APS platform](#) on the APS Home Page and Help & Training Dashboard
- Instructional Staff Capacity Workflow How-To Guide: Located on the Release Notes tab on the Help & Training Dashboard
- [Introduction to APS Platform Webinar](#): Detailed walkthrough of the APS Analytics tab
- [APS Benchmarks Bootcamp Webinar Series](#): Three-part series that walks users through Benchmarks tabs

Additional Questions?

Contact us at APS@eab.com





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