

Academic Performance Solutions is a product of EAB, a firm whose primary function is research on education as a field (best practices, trends, and futures).

ITS and Facilities have a long-standing relationship with EAB. A previous academic administrative regime signed us up for APS. Todd has been working with EAB closely on APS, both getting our site ready to roll out and helping EAB improve APS as part of the Program Advisory Council.

ACADEMIC PERFORMANCE SOLUTIONS: THE BASICS

Robert Todd Bruce
Summer 2019

sites.jcu.edu/institutionaleffectiveness

- ▶ Banner (Student, HR/Payroll, Finance)
- ▶ Data Pulled After Each Semester (fall 2019 will appear in January or February 2020)
- ▶ Mapped to APS Definitions and Processes

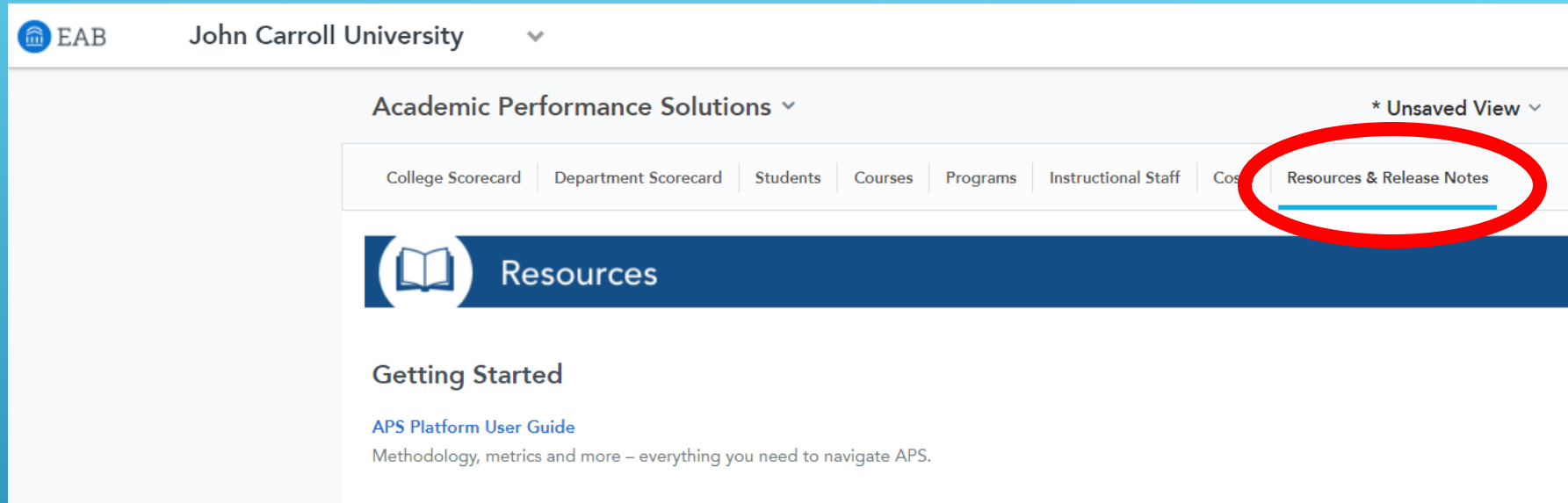
UNDERLYING DATA: WHERE DO THEY
COME FROM?

- ▶ Data Integrity is an ongoing task
- ▶ Data Mappings are Dynamic and Can Be Adjusted
 - ▶ *we've already adjusted Course Caps, Course Types, Faculty Data, and Mapping of Departments and Majors at least once*
- ▶ If something looks weird, ask about it!

UNDERLYING DATA: WHERE DO THEY COME FROM?

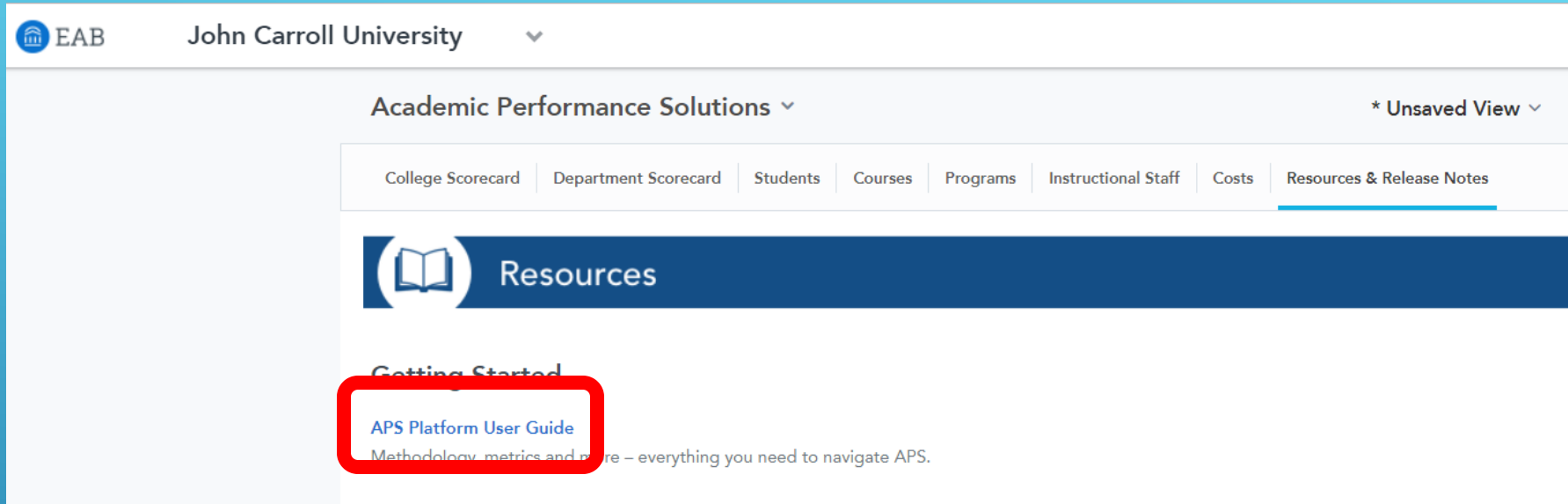
- ▶ Make sure IE has established your account
- ▶ <https://reports.eabanalytics.com>
- ▶ JCU email address is username
 - ▶ *you also have access to EAB.com*

ACCESSING APS

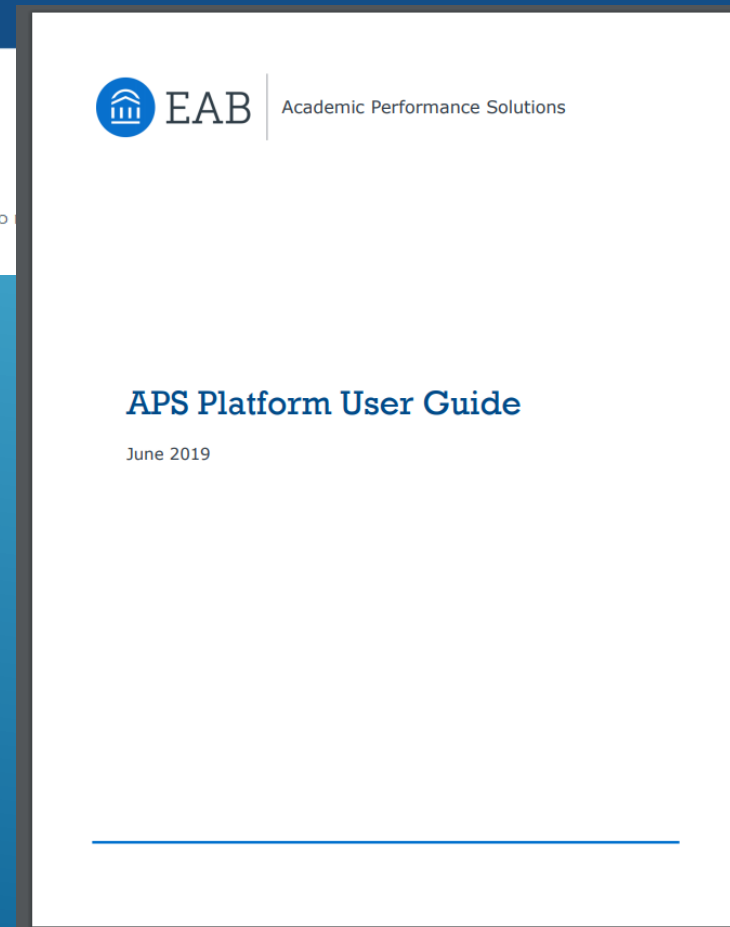
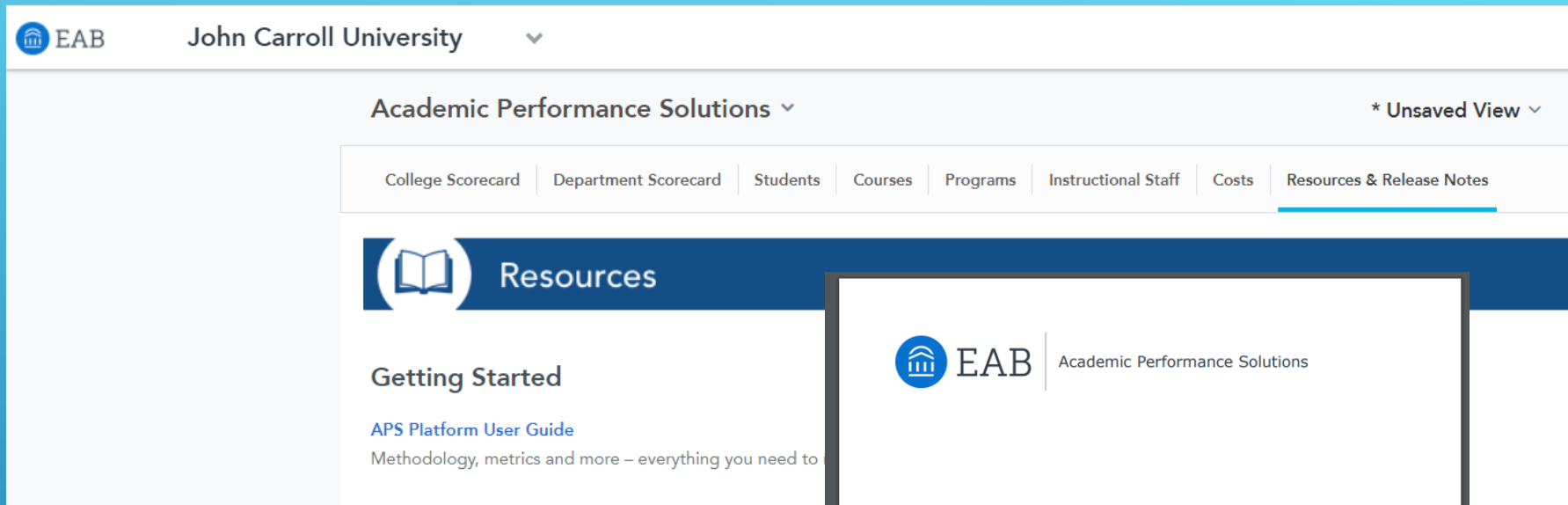


If you need answers, they are often right there in the platform!

IN-PLATFORM HELP



IN-PLATFORM HELP



IN-PLATFORM HELP



Resources

Get

APS

Meth

Platform How-to Guides

Academic leaders can use data in APS to inform decisions that about metrics relevant to each topic and where to find them in

Enrollment Growth

[Aligning Distinct Course Offerings with Enrollment Trends](#)

Compare analysis of demand trends to course offerings to rev

[Matching Section Offerings with Demand](#)

Determine the right number of sections to efficiently use reso

In addition to the User Guide, there are also How-To Guides and Toolkits, which differ primarily in terms of scale. Most of these are written for an audience of “academic leaders.”

Toolkits

These toolkits are designed for provosts and other academic leaders for reviews and budgeting. The toolkits include guides for selecting campus.

[Annual Departmental Review Toolkit](#)

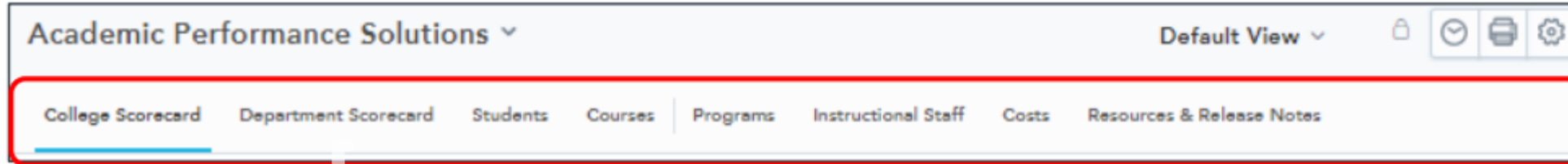
Create and implement a data-informed annual review process

[Course Completion Toolkit](#)

Embed data in initiatives that promote improved student c

IN-PLATFORM HELP

There are eight tabs in the APS platform. Each tab includes a variety of filters and drilldown options to narrow your analysis, as well as reports.



NAVIGATING APS TABS AND REPORTS

Department Scorecard

Department-level overview of key student, HR, and financial metrics that shows side by side comparisons of department performance.

▶ Critical reports:

- 3 Yr Growth in Attempted SCH
- Comparison of Demand vs Capacity
- Intercurricular Dependencies
- 3 Yr Avg. % Change in Course Offerings
- Instructional Staff Mix by Assigned Department

Time Period	University Attributes*	Course Attributes	Student Attributes	
ACADEMIC YEAR	CAMPUS NAME	COURSE DIVISION	STUDENT LEVEL	
2018-19	All	All	All	
TERM	COLLEGE NAME	COURSE TYPE	STUDENT CLASSIFICATION	
All	All	All	All	
		COURSE PREFIX		
		All		
				Apply

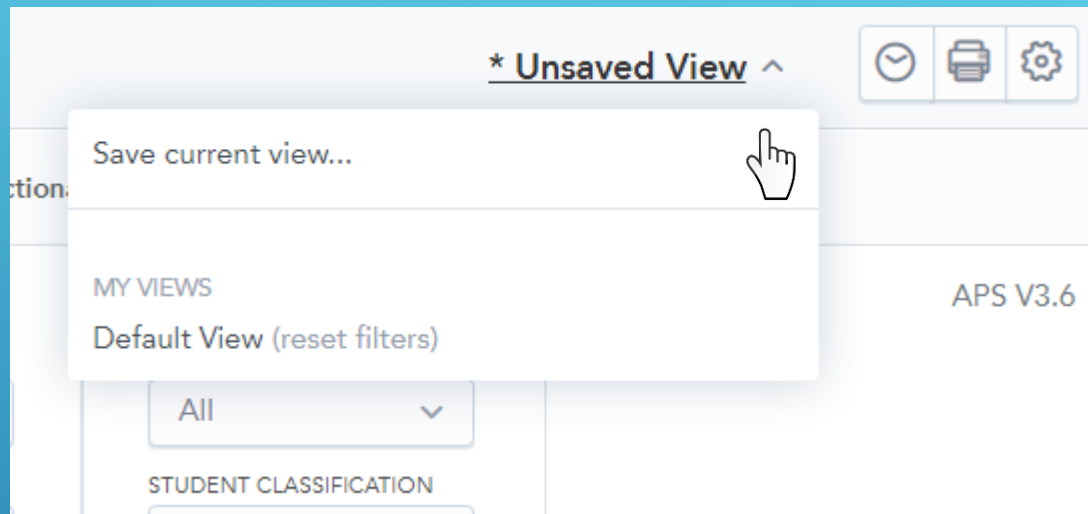
Data is one year at a time;

others filters allow multiple choices.

Most filters carry across multiple tabs and appear at the top of each relevant tab or report.

FILTERS

These will help you cut through the noise and see what matters to you!



If a particular set of filters will be used often, you can save the configuration as a View.

VIEWS

College Name	# of Registered Students
College of Arts and Humanities	
College of Business	
College of Education	
College of Health Sciences	
College of Sciences	

► College Level

Click on the *View Student Coursework Enrollment Trends by College* report to open a view of student coursework enrollment trends by college. This cut of the data is helpful for provosts to see high-level trends.

Department Name	# of Registered Students
Art	1,850
Communication	6,685
Dance	
English	7,484
French	1,918
German	

► Department Level

Click on the college name to see departments in that college. This provides a view of student coursework enrollment trends by department, which deans can use to assess enrollment growth or decline in their college departments.

Course Division	# of Registered Students
Doctoral	129
Graduate	106
Lower Division	6,187
Upper Division	1,347
Rollup	7,484

► Course Division Level

Click on the department name, such as English, to see course divisions in that department. This provides a view of student coursework enrollment trends by course division (lower division, upper division, etc.).

Course Level	# of Registered Students
100-Level	4,80
200-Level	2,82
Rollup	6,18

► Course Level

Click on the course division, such as Lower Division, to see course levels in that division. This provides a view of student coursework enrollment trends by course level.

Course Code	# of Registered Students	Registered
ENGL110C	2,355	
ENGL112L	2,666	
ENGL114L	473	
ENGL126C	31	
ENGL127L	45	
ENGL129		

► Course Code Level

Click on the course level, such as 100-Level, to see the data displayed by course code.

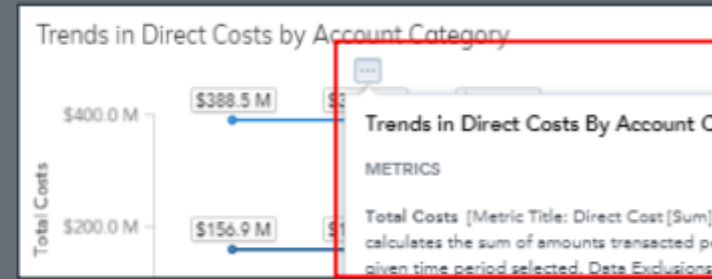
Course Ref No	# of Registered Students	Registered
10352	17	
10353	19	
10354	19	
10355	19	
10356	22	
10357	19	

► Section Level

Click on the course code, such as ENGL110C, to see sections in that code. This provides a view of student coursework enrollment trends by course reference number.

DRILLING DOWN

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.



Scroll to the bottom of the page for a summary of active filters.

APS Dashboard Filter Audit Trail

Refer below for a listing of active dashboard filter selections

Tab Filter Selections

Academic Year: 2016-17

Term: all

Campus Name: Main Campus

College Name: College of Arts and Humanities

Department Name: Philosophy

Course Prefix: all

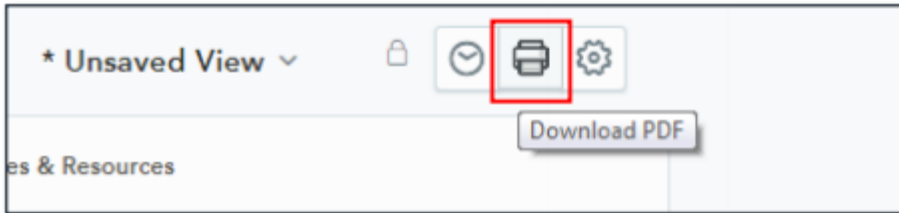
DEFINITIONS

Attempted SCH does **not** include students who are retaking for a better grade.

These are often high W classes, and so the calculated completion rate may be higher than the number of W and F grades would otherwise suggest.

Printable Dashboard View

Click on the printer icon to open a PDF version of the dashboard with all active filters included. Print the PDF once it appears. For consistency of information, all prints will include a dashboard filter audit trail at the bottom of the page.



PRINTING & EXPORTING

Printable Dashboard View

Click on the printer icon to open a PDF version of the dashboard with all active filters included. Print the PDF once it appears. For consistency of information, all prints will include a dashboard filter audit trail at the bottom of the page.



Have APS email
the dashboard to
you on a regular
schedule

PRINTING & EXPORTING

Printable Dashboard View

Click on the printer icon to open a PDF version of the dashboard with all active filters included. Print the PDF once it appears. For consistency of information, all prints will include a dashboard filter audit trail at the bottom of the page.



Have APS email
the dashboard to
you on a regular
schedule

Download as
Excel or csv

PRINTING & EXPORTING

Hover over any table or graphic to show the ellipsis icon:



Courses with the Highest Unearned Credit Hours

And the projected impact on SCH completed (SCH Recovery) when improving Course Completion Rates by 1-5%.

Course Code	Attempted Credits	Unearned Credit Hours	Completion Rate %	1% - SCH Recovery	3% - SCH Recovery	5% - SCH Recovery
MATH162M	5,547	1,449	73.3%	35	60	73
STAT130M	6,210	1,293	79.3%	35	60	73
MATH103M	5,031	1,272	74.7%	35	60	73
COMM101R	8,478	1,104	87.1%	35	60	73
MATH211	3,556	1,000	71.4%	35	60	73
HIST104H	5,388	903	83.1%	35	60	73
ENGL112L	8,169	849	89.2%	35	60	73
PHIL110P	4,848	741	84.5%	35	60	73
CHEM121N	3,450	714	79.3%	35	60	73
ENGL211C	5,991	708	88.2%	35	60	73
ENGL110C	7,302	672	90.8%	35	60	73
CHEM123N	2,811	666	76.3%	28	48	58
MATH200	2,535	654	74.2%	25	43	52
CHEM105N	3,438	642	81.3%	34	58	70
HIST102H	2,532	630	75.1%	25	43	52

Courses with the Highest Unearned Credit Hours

This report shows the list of course codes with the highest unearned student credit hours and the projected impact on student credit hours completed when improving course completion rates by 1 to 5 percent.

METRICS & FILTERS

View This Report

Download As... ^

PDF (Portrait)

300

PDF (Landscape)

0

XLSX...

141

CSV (formatted)

127

CSV (raw data)

172

PRINTING & EXPORTING

Hover over any table or graphic to show the ellipsis icon:



Courses with the Highest Unearned Credit Hours

And the projected impact on SCH completed (SCH Recovery) when improving Course Completion Rates by 1-5%.

Course Code	Attempted Credits	Unearned Credit Hours	Completion Rate %	1% - SCH Recovery	3% - SCH Recovery	5% - SCH Recovery
MATH162M	5,547	1,449	73.3%	35	60	73
STAT130M	6,210	1,293	79.3%	35	60	73
MATH103M	5,031	1,272	74.7%	28	47	57
COMM101R	8,478	1,104	87.1%	25	42	51
MATH211	3,556	1,000	71.4%	25	42	51
HIST104H	5,388	903	83.1%	25	42	51
ENGL112L	8,169	849	89.4%	25	42	51
PHIL110P	4,848	741	84.5%	25	42	51
CHEM121N	3,450	714	79.3%	25	42	51
ENGL211C	5,991	708	88.2%	25	42	51
ENGL110C	7,302	672	90.8%	25	42	51
CHEM123N	2,811	666	76.3%	25	42	51
MATH200	2,535	654	74.2%	25	42	51
CHEM105N	3,438	642	81.3%	25	42	51
HIST102H	2,532	630	75.1%	25	42	51

Courses with the Highest Unearned Credit Hours

This report shows the list of course codes with the highest unearned student credit hours and the projected impact on student credit hours completed when improving course completion rates by 1 to 5 percent.

METRICS & FILTERS

View This Report

Download As... ^

PDF (Portrait)

PDF (Landscape)

XLSX...

CSV (formatted)

CSV (raw data)

PRINTING & EXPORTING

Hover over any table or graphic to show the ellipsis icon:



Courses with the Highest Unearned Credit Hours

And the projected impact on SCH completed (SCH Recovery) when improving Course Completion Rates by 1-5%.

Course Code	Attempted Credits	Unearned Credit Hours	Completion Rate (%)	1% - SCH Recovery	3% - SCH Recovery	5% - SCH Recovery
MATH162M	5,547	1,449	73.9%	55	166	277
STAT130M	6,210	1,293	79.2%	62	186	311
MATH103M	5,031	1,272	74.7%	50	151	252
COMM101R	8,478	1,104	87.0%	85	254	424
MATH211	3,556	1,000	71.9%	36	107	178
HIST104H	5,388	903	83.2%	54	162	269
ENGL112L	8,169	849	89.6%	82	245	408
PHIL110P	4,848	741	84.7%	48	145	242
CHEM121N	3,450	714	79.3%	35	104	173
ENGL211C	5,991	708	88.2%	60	180	300
ENGL110C	7,302	672	90.8%	73	219	0
CHEM123N	2,811	666	76.3%	28	84	141
MATH200	2,535	654	74.2%	25	76	127
CHEM105N	3,438	642	81.3%	34	103	172
HIST102H	2,532	630	75.1%	25	76	127
PSYC317	2,160	620	71.3%	22	65	108
MATH212	2,552	584	77.1%	26	77	128

Courses with the Highest Unearned Credit Hours

This report shows the list of course codes with the highest unearned student credit hours and the projected impact on student credit hours completed when improving course

1 Report Name: Courses with the Highest Unearned Credit Hours

2 Report Description: This report shows the list of course codes with the highest unearned student credit hours and the projected impact on student credit hours completed when improving course completion rates by 1 to 5 percent.

3

4 Applied filters: Year (Custom Academic Year Date) IN (2016-17)

5

6 Course Code Attempted Credits Unearned Credits Completion Rate (%) 1% - SCH Recovery 3% - SCH Recovery 5% - SCH Recovery

7 MATH162M 5,547 1,449 73.9% 55 166 277

8 STAT130M 6,210 1,293 79.2% 62 186 311

9 MATH103M 5,031 1,272 74.7% 50 151 252

10 COMM101R 8,478 1,104 87.0% 85 254 424

11 MATH211 3,556 1,000 71.9% 36 107 178

12 HIST104H 5,388 903 83.2% 54 162 269

13 ENGL112L 8,169 849 89.6% 82 245 408

14 PHIL110P 4,848 741 84.7% 48 145 242

15 CHEM121N 3,450 714 79.3% 35 104 173

16 ENGL211C 5,991 708 88.2% 60 180 300

17 ENGL110C 7,302 672 90.8% 73 219 0

18 CHEM123N 2,811 666 76.3% 28 84 141

19 MATH200 2,535 654 74.2% 25 76 127

20 CHEM105N 3,438 642 81.3% 34 103 172

21 HIST102H 2,532 630 75.1% 25 76 127

22 PSYC317 2,160 620 71.3% 22 65 108

23 MATH212 2,552 584 77.1% 26 77 128

For ease of accessibility, downloadable reports in the APS platform include titles and descriptions.

PRINTING & EXPORTING



EAB

John Carroll University



Academic Performance Solutions



College Scorecard

Department Scorecard

Students

Courses

Pe

Time Period

University Attributes*

Cours



EAB

John Carroll University



APS Benchmarks



Cohort Profile

Institution KPIs

Enrollment

Course Cor

Choose Your Cohort

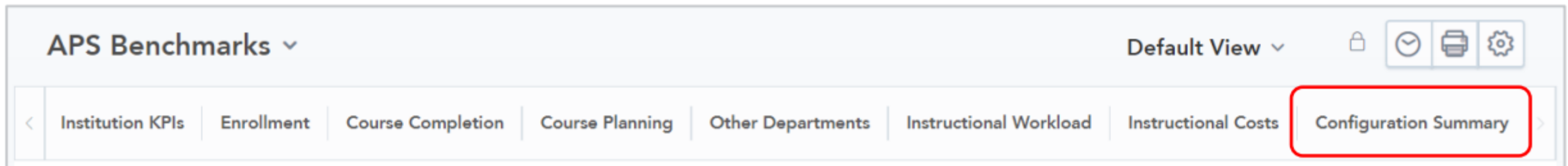
Cohort 1



Click the pull-down arrow to change between dashboards.

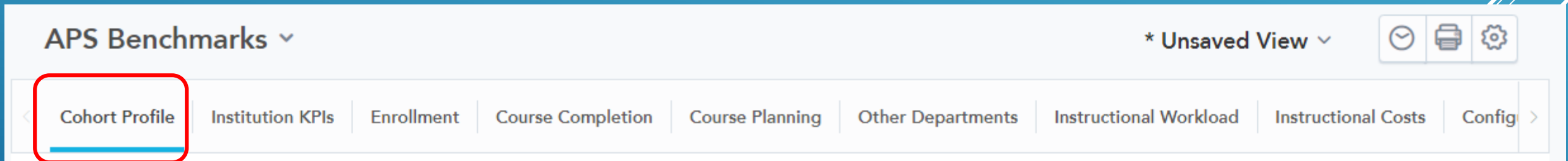
APS IS ACTUALLY TWO DASHBOARDS
IN ONE PLATFORM!

- ▶ **APS** filters and terms are specific to us
- ▶ **APS Benchmarks** uses standardized values for departments, student types, course types, and more.
- ▶ Check the Configuration Summary tab for details



BENCHMARKS SETTINGS

- ▶ **APS** is purely our data
- ▶ **APS Benchmarks** compares us to a custom cohort
- ▶ We can have up to 3 cohorts at a time and can change them every four months or so.
- ▶ Details are in the Cohort Profile.



BENCHMARKS COHORTS

APS Benchmarks ▾

< Cohort Profile | Institution KPIs | Enrollment | Course Completion | Course Planning | Other Departments | Instructional Workload | Instructional Costs | Configuration Summary >

Instructional Workload

Median workload per instructor and total workload per IFTE metrics viewable by assigned department and instructor type and rank.

▶ Critical reports:

- SCH Taught
- Sections Taught
- Credit Hours Taught

Instructional Costs

Total costs and costs per student credit hour metrics.

▶ Critical reports:

- Trends in Cost Per SCH
- High-Cost Departments Compared to Cohort
- Cost Per SCH by Account Category

NAVIGATING BENCHMARKS TABS AND REPORTS

Let us do the DIGGING

10 Ways to Get In-Depth Department Insights on the APS Platform



Academic leaders are constantly balancing the imperative to support student excellence against the challenges of managing programs with scarce resources. This can be especially difficult at the unit level, where transparency into departmental performance is lacking. Embedding data, including peer benchmarks, into term course planning, annual departmental reviews, and budgeting can eliminate the perception of a black box when it comes to decisions about resources.

The Academic Performance Solutions platform gives leaders access to department-level data to enhance decisions about instructional capacity, student performance, and costs. Use these 10 reports within the APS platform to uncover answers to your most pressing questions.

DEPARTMENT CHAIRS AND APS

APS created an infographic poster with ten key questions that chairs can answer with APS and APS Benchmarks.

Calibrate Course Offerings

1 Which other departments should I be monitoring, in addition to my own, to predict future enrollment?

Intercurricular Dependencies by Department

Find this report on the Department Scorecard tab

What's in the report: Proportion of attempted student credit hours taught to your department's majors versus students majoring in other areas.

How to use the report: Understand which students are taking courses in your department. For example, what share of student credit hours taught in the English department are to students with a major within the English department? What share are to students with a major in the biology department?

Promote Student Progress

5 Are students facing course access barriers due to capacity constraints?

Number of Bottleneck Courses by Course Division

Find this report on the Students tab

What's in the report: Count of courses at or above 90% capacity with dropdown to course level and course codes.

How to use the report: Focus on lower division courses, particularly those required for graduation, to pinpoint courses approaching or exceeding capacity. Consider offering more sections, or increasing the maximum capacity, if it has been unnecessarily restricted.

Gauge Resource Allocation

8 How are we deploying different types of instructional staff?

Distribution of Student Credit Hours (SCH) Taught

Find this report on the Instructional Staff tab

What's in the report: Count of SCH by course division for each instructor type.

How to use the report: Understand what portion of lower division and upper division courses are taught by adjunct or other part-time instructors. Are your undergraduate students getting enough exposure to tenured faculty?

2 Has there been unintentional proliferation of new courses within the department?

Distinct Course Offerings and Annual % Change by Course Type

Find this report on the Courses tab

What's in the report: The count of distinct courses and change compared to previous year.

How to use the report: If your department is growing, look for parallel increases in distinct courses, to keep up with demand. If the department is contracting or had flat enrollment, an increase in the number of courses could indicate unintentional proliferation, which may contribute to low fill rates and underutilized capacity.

6 Which courses are ripe for redesign to promote student success?

Earned Credits and Final Grades by Course Code

Find this report on the Students tab

What's in the report: Number of sections and total number of students enrolled in each course, the percentage of students that earned credit for the course, the range in section-level percentages of students earning credit, the distribution of final grades.

How to use the report: Look for wide ranges in completion among sections in high enrollment courses, indicating that student experience may be dependent on instructor differences. Consider supportive resources for instructors or course redesign where there is high variation that results in significant unearned credit hours.

9 How much are our instructors teaching, relative to our expectations and our peers?

Instructional Workload Benchmarks

Find this report on the Instructional Workload tab

What's in the report: SCH produced, number of sections taught, and credit hours taught for both your institution and the selected cohort.

How to use the report: Filter this report by instructor type and rank to understand if there is opportunity to rightsize SCH production. For example, if your tenure and tenure-track faculty produce significantly less SCH than peers, consider evaluating course releases or class sizes to understand the reason for the gap.

3 Are our smallest courses small by design?

Class Size: Percentage of Classes with Size <10

Find this report on the College Scorecard tab

What's in the report: Drill in to view total enrollment, capacity and fill rate for all sections with less than ten students enrolled.

How to use the report: Evaluate your small classes to determine which are intentionally small and which are small due to low enrollment, but could accommodate more students. Consider opportunities to reduce the number of sections of under-enrolled courses, while continuing to invest in targeted small classes.

7 Are there differences in completion rate among instructor types?

Class Size and Course Completion by Instructor Type: Trends in Median Course Completion Rate

Find this report on the Instructional Staff tab

What's in the report: Historical median course completion rates for each instructor type, typically: tenure, tenure track, non-tenure track, adjunct, graduate assistants, and other.

How to use the report: Compare trends in course completion to determine if students are likely to be more successful based on instructor type. Consider additional support for groups with lower success rates.

10 How have decisions about resource allocation impacted our costs?

Trends in Cost Per Credit Hour by Account Category

Find this report on the Costs tab

What's in the report: Costs per credit hour for each category: instructional salaries, non-instructional salaries, benefits, and general operating expenses.

How to use the report: Look for changes over the past few years. If you have made efforts to increase SCH production, look for a decline in cost per SCH. If there are unexplained increases, drill into the account details to learn about what's driving costs.

4 Compared with our peers', do our class sizes balance pedagogical and resource needs?

Median Class Size Benchmarks

Find this report on the Course Planning tab

What's in the report: Your institution's median class size compared to your selected cohort's weighted average.

How to use the report: Filter this report by course type and division to see how you compare to peers in specific course types, such as lower division lectures. While the benchmark is not a target for class size, this can provide descriptive insight into current disciplinary norms.



EAB

Academic Performance Solutions

Log in to APS today to learn more about evaluating departmental health.

eab.com/APS

© 2018 by EAB. All Rights Reserved. 202304

- ▶ Calibrate Course Offerings
- ▶ Promote Student Progress
- ▶ Gauge Resource Allocation

They fall into three key categories

DEPARTMENT CHAIRS AND APS

- ▶ Calibrate Course Offerings
 - ▶ What other departments should I be monitoring to predict future enrollment?
 - ▶ Has there been unintentional proliferation of new courses?
 - ▶ Are our smallest courses small by design?
 - ▶ Compared with our peers, do our class sizes balance pedagogical and resource needs?
- ▶ Promote Student Progress
- ▶ Gauge Resource Allocation

DEPARTMENT CHAIRS AND APS

- ▶ Calibrate Course Offerings
- ▶ Promote Student Progress
 - ▶ Are students facing course access barriers due to capacity constraints?
 - ▶ What courses are ripe for redesign to promote student success?
 - ▶ Are there differences in completion rates among instructor types?
- ▶ Gauge Resource Allocation

DEPARTMENT CHAIRS AND APS

- ▶ Calibrate Course Offerings
- ▶ Promote Student Progress
- ▶ Gauge Resource Allocation
 - ▶ How are we deploying different types of instructional staff?
 - ▶ How much are our instructors teaching relative to our expectations and our peers?
 - ▶ How have decisions about resource allocation impacted our costs?

DEPARTMENT CHAIRS AND APS

The Infographic tells you which reports to examine so I'm sharing it with you, so that you can find the answers to these questions and your own.



- ▶ Consider
 - ▶ APS Definitions,
 - ▶ APS Methodology
 - ▶ Timing of Updates
- ▶ Check Filters!

WHAT IF THERE DISCREPANCIES BETWEEN APS AND OUR ANALYTICS?

Faculty Type correction is currently in progress!



- ▶ Attempted SCH & Completion Rates
 - ▶ *as mentioned on the definitions slide above*
- ▶ Major Numbers
 - ▶ *differences are small and relate to timing of updates*
- ▶ Faculty Numbers
 - ▶ *APS assigns faculty to departments based on where they spend the majority of their time teaching*

WHAT IF THERE DISCREPANCIES BETWEEN APS AND OUR ANALYTICS?

Faculty Type correction is currently in progress!

- ▶ Ask!
- ▶ Brian Parady (our dedicated APS consultant)
 - ▶ bparady@eab.com

- ▶ APS is constantly in development
- ▶ Program-level Analytics (Fall 2019)
- ▶ Predictive course planning?

QUESTIONS?

FUTURE PLANS