EAB

Six Principles to Make or Break Institutional Strategy

Academic Performance Solutions

EAB

We help schools support students from enrollment to graduation and beyond

⊙ ROOTED IN RESEARCH

7,500⁺ Peer-tested best practices

500⁺ Enrollment innovations tested annually

⊙ ADVANTAGE OF SCALE

1,500⁺ Institutions served

3.7 M⁺ Students supported by our SSMS

⊙ WE DELIVER RESULTS

95% Of our partners continue with us year after year, reflecting the goals we **achieve together**

> **Find and enroll your right-fit students**

> **Support and graduate more students**

ENROLLMENT SUCCESS

STUDENT SUCCESS

INSTITUTIONAL SUCCESS

INSIGHTS

EXPERTISE

> **Prepare your institution for the future**

A Clear Mandate from Provosts

Focus on Data-Informed Change Management Driving Provost's Agenda

90%+ Of provosts called these topics an "urgent or ongoing area of concern"[1]

2016 AAF Topic Poll

Academic Vital Signs – The Five Key Metrics Every Dean Should Be Watching

Provost as Change Agent – Lessons and Strategies from Provosts Successfully Leading Major Change Initiatives on Campus

Getting Beyond "Business as Usual" in Academic Resource Allocation – Helping Chairs Understand the Urgency for Change and Equipping Them to Assign Courses and Allocate Resources According to Institutional Needs and Priorities

2017 AAF Topic Poll

Academic Vital Signs – The Five Key Metrics Every Dean Should Be Watching *to Monitor and Improve Program Health*

Developing Academic Leaders – Scalable Approaches to Improving Management and Leadership Skills among Faculty Leaders, Department Chairs, and Associate Deans

Engaging Deans and Chairs in Entrepreneurial Program Planning – Best Practices and Training Modules for Encouraging Unit-Level Innovation and Growth

1) Topics received an "A" or "B" grade in AAF member topic poll

Five Common Imperatives Driving Strategy

Core Financial and Mission-Oriented Priorities Should Inform Assessment

Most strategic plans emphasize same goals

Few establish measurable objectives for academic units

Cost Efficiency

"Athletics, amenities, and administration first"

Enrollment Growth

"We're at the mercy of admissions"

Student Outcomes

"Students control their grades and career choices"

Scholarship

"The value of my work can't be quantified"
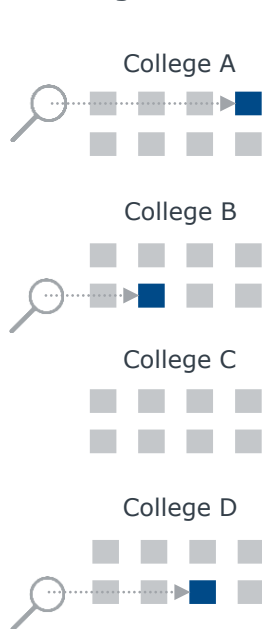
Faculty Diversity & Inclusion

"We can't change our location or culture"

Program Reviews Too Narrow in Scope

Discipline-Driven Process Doesn't Align Unit and Institutional Goals

Traditional Academic Program Review

College A

College B

College C

College D

Periodicity

Too Infrequent
- Typically on a 5-10 year cycle

Focus

Disciplinary
- Emphasizes unit-driven goals

Scope

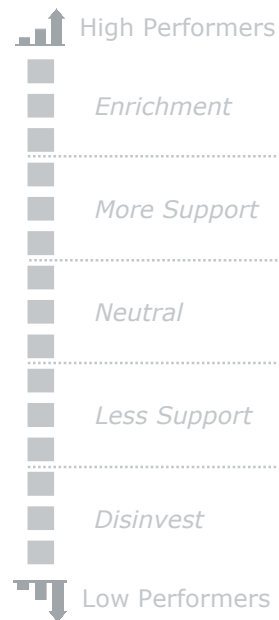One program at a time
- Prevents comparison or portfolio analysis

Assessment

Informal
- Self- and external evaluations subjective

Results

Typically superficial
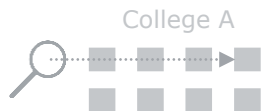- Incentive to request additional support

Formal Program Prioritization

High Performers

Enrichment

More Support

Neutral

Less Support

Disinvest

Low Performers

One-Time Reallocation Efforts Require Huge Effort, But Result in Few Savings

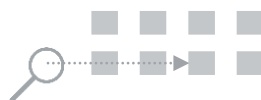**Traditional Academic Program Review**

College A

College B

College C

College D

Periodicity

Once (If Ever)
• Most vow never to repeat

Focus

Holistic
• Often hundreds of metrics included

Scope

Every academic program (and more)
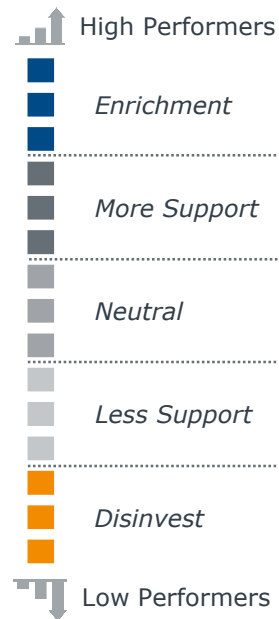• Designed to roughly rank and categorize

Assessment

Reductive
• Apples-to-oranges comparison required

Results

Limited program consolidations
• Cultural costs can outweigh cost savings

Formal Program Prioritization

High Performers

Enrichment

More Support

Neutral

Less Support

Disinvest

Low Performers

More Harm than Good?

"<u>There is no way to rank, in an uncontroversial and unproblematic way, the myriad activities and programs contained within a university</u>. In the case of academic programs, professors in each and every department are more than capable when asked to justify what they do.

In the worst cases, this is the reason why <u>PPP tends to produce bitter suspicion, anger, and frustration rather than consensus</u>. Rather than solve the thorny problems that it is supposed to address, all of the ambiguities and complications, and the insecurity and fear generated by PPP can inspire widespread opposition to change, making crucial, unavoidable decisions more, rather than less, difficult to make. One does not make change easier by whipping a university into the kind of uproar that can break out as different programs fight with one another over their places in a PPP ranking."

Groarke and Hamilton, 2014

Department Chairs Best-Positioned, but Least Prepared to Lead Change

Budget Model

Central Administration

Strategic Plan

❌ *Rarely transparent or animating for faculty leaders*

❌ *Rarely translated into unit-level expectations*

Chairs receive little training or data on performance…

67% Receive no formal training

40% Of existing trainings last < 5 hours

66% Say training didn't prepare them for the job

Departmental Leaders

…but influence innumerable departmental decisions

- Faculty recruitment
- Promotion and tenure
- Workload and releases
- Course scheduling
- Student advising
- Program design
- Faculty evaluation
- Pedagogical support

The Cost of the 'Musical Chair' Model

"Inevitably, after a year or two, [chairs] finally learn enough about budgeting, resource management and development, personnel development, and curriculum and course scheduling to do their jobs effectively—but then it was time to give up the job to someone else… who also felt unknowledgeable and uncomfortable, unprepared to actively lead their units."

Chu and Veregge, 2002

Structural Changes Can Encourage Chairs to Deepen Leadership Skills

Term Length	Contract Length	Selection Process

Typical Practice

| Chairs typically serve **three-year terms**, with an option for reelection | Most chairs have **nine-month contracts** and receive overload pay for summer work | **Rotating or elected** chair model selected based on department preference |

Progressive Practice

| **Four-year terms** give chairs enough time to build and use leadership skills | **Twelve-month contracts** allow for planning during the summer term | **Competitive application process** ensures candidates are engaged in the role |

Clock Builders vs. Time Tellers

Lasting Results Require Great Systems, Not Just Great Leaders

7 Average tenure of college and university **presidents**, in years

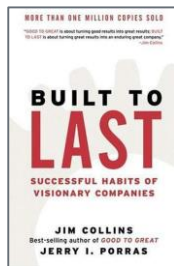**4** Average tenure of college and university **provosts**, in years

6 Average tenure of college and university **deans**, in years

4 Average tenure of department **chairs**, in years

- -

7% Likelihood that all four individuals will overlap in service for 4 years

MORE THAN ONE MILLION COPIES SOLD

BUILT TO LAST

SUCCESSFUL HABITS OF VISIONARY COMPANIES

JIM COLLINS
Best-selling author of *GOOD TO GREAT*
JERRY I. PORRAS

A Lesson from High-Performing Organizations

"Having a great idea or being a charismatic visionary leader is 'time telling;' building a company that can prosper far beyond the tenure of any single leader and through multiple product life cycles is 'clock building.' Those who build visionary companies tend to be clock builders."

Jim Collins
Built to Last: Successful Habits
of Visionary Companies

A Two-Part Effort

From One-Time Initiatives to Continuous Improvement

1 Translate Institutional Goals into Departmental Performance Indicators

Institution

Department

- Accurately measure departmental performance
- Motivate and direct departmental action
- Identify opportunities for improvement

2 Sustain Momentum Through Ongoing Evaluation

Evaluate

Act

Plan

- Ensure ongoing improvement
- Inform short- and long-term resource decisions
- Create continuity through leadership transition

Finding the Right Frequency

Principle 1: Review Departmental Performance and Set Goals Annually

Once Every Year
Holistic Departmental Review

Once Every 5-8 Years

- Periodic program review process lacks regular check-ins and follow-up to ensure progress and relevance
- No consistency through department chair turnover or other transitions on campus

- Informs (but doesn't determine) day-to-day departmental decisions that impact institutional goals and strategy
- Conversation including key decision makers connects resource, curricular, and personnel concerns
- Regular opportunity to adjust goals prevents transition-driven disruption
- Requires common data set to prevent unproductive accuracy debates

Once Every Day

- One-off decisions (scheduling, hiring, promotion, teaching assignments, etc.) made as-needed without a unifying strategy
- Ad-hoc data reporting has no clear connection to departmental mission and priorities

Source: EAB interviews and analysis.

Principle 2: Minimize Self-Reporting Burden on Departments

Stop the Paperwork

"There are more pages in our departmental assessment report than students in my major."

Department Chair, Communication
*Liberal Arts College*

Answering to Many Masters

"All the chairs know what's going on. The administrators are each asking for individual reports from the chairs, and they don't know that the other administrators are also asking for reports."

Department Chair, Philosophy
Private Master's University

SUU SOUTHERN UTAH UNIVERSITY

Standardized Unit Effectiveness Plan Metrics
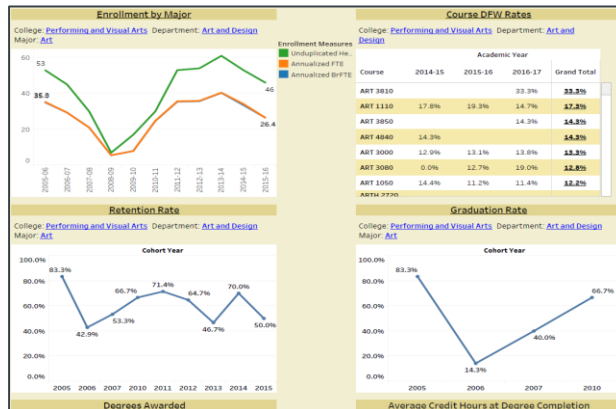
- Performance shown over time
- Shared before annual planning process
- Departmental self-analysis must map to performance on provided indicators
- Used to prevent excessive and uncoordinated requests from institutional research offices and administration

Source: EAB interviews and analysis.

Principle 3: Make Unit Performance Data Accessible Campus-wide

University *of* Wisconsin
Eau Claire

Strategic Accountability Matrix

Department	Student Success Metric					
	Student Credit Hours lost to DFW			**Intersession Undergraduate SCH**		
	Goal	*Actual*	*Score*	*Goal*	*Actual*	*Score*
Dept. A	471	1,086	**2.31**	122	198	**1.62**
Dept. B	401	134	**0.33**	113	400	**3.54**
Dept. C	193	724	**3.76**	78	87	**1.11**
Dept. D	205	715	**3.49**	80	219	**2.72**
Dept. E	1,879	1,384	**0.74**	244	103	**0.42**

Transparency around actual values **encourages healthy competition** between departments

Transparency around data definitions and expected values clarify **how departments and deans collaborate to set goals**

Transparent scores help departments understand **resource allocation decisions**

Principle 4: Tie Unit Planning and Improvement to Discretionary Resources

Sample Metrics

Internship participation

Credit hours lost to DFW

% of first-year students with a degree plan

Midterm grade reports

Customize Goals to Department Mission
Weighting goals ensures departments can concentrate on a few strategic areas

Set Realistic Targets
Using departments' past performance as a baseline helps ensure goals are achievable

Control for Department Size
Weighting for size avoids unintentional disparities in per-faculty funding

Departmental metrics	✖	Weighting determined by chair/dean	✖	Ratio of actual to expected performance	✖	Adjustment for department size

= Departmental Discretionary Budget
Departments may use funds for conference expenses, travel, support staff, supplies, minor facilities renovations, etc.

University of Wisconsin
Eau Claire

Principle 5: Explicitly Connect Metrics to Resource Decisions

Resource Decisions Requiring Provost and Dean Input

Data Points Considered in Mutual Decision

Even Rejected Requests Can Lead to Constructive Change

Assign faculty lines

- Enrollment growth
- SCH production
- Workload capacity
- Etc.

Department does not receive faculty line, but makes plan to increase SCH production

Approve new program proposals

- Market demand data
- Current program size
- Faculty lines required
- Etc.

Department launches program as a minor with plans to grow over time

Allocate research laboratory space

- Indirect cost recovery
- Holistic outputs
- Effort metrics
- Etc.

Department shares new lab space as part of inter-disciplinary project

Source: EAB interviews and analysis.

Principle 6: Focus Improvement Plan on 2-4 Strategic Goals

Targeted Action Plan (Example)

Major Enrollment – Education[1]

Summary	Current enrollment: 25 students Desired enrollment: 30-35 students
Near-Term Goals	• Engage with local high schools to improve major recruitment and create more employment opportunities for graduates • Reduce credit-hour requirements
Analysis of Current Efforts	Previous faculty member charged with recruitment recently retired
Action Steps	Conduct prospective student visits to feeder high schools
Responsible Parties and Timeline	Joan Smith 1 year

SUU
SOUTHERN UTAH UNIVERSITY

Use goal-setting and analysis of current efforts to focus departmental action on priorities where they most need improvement

Departments responsible for determining action steps based on unit and discipline context

Identify 1-3 metrics to evaluate progress on action steps in the next year's review

1) Department name and data are pseudonymous.

From Vital Signs to Root Cause Diagnosis

Resource: The Departmental Metric Compendium

Departmental Metric Compendium

- "Pick list" of department-appropriate metrics that meet EAB strategic alignment criteria
- Guidance on data collection, definitions and measurement considerations, internal and external benchmarks, time horizons, and key decisions informed by departmental metrics
- Diagnostic analyses to identify root causes of poor departmental performance on metrics

Metric: Junior Graduation Rate			
Description	Data Source	Key Decisions Informed	Measurement Considerations
2-year graduation rate for majors after reaching 60 SCH	Campus information systems	Curricular changes Staff budget	How to count second major Typical junior SCH

Diagnostic Analyses	Implications
Number of degree audit exceptions per student	Problems with major-specific advising and degree planning
Number of multi-course degree sequences required for major	Curriculum is overly complex and causing delays to graduation
Graduation rate or delay by previous major	Requirements are misaligned with common donor majors
DFW rate in upper-division courses in the major	Course repeats causing delays, or DFWs leading to attrition
Average number of credits "lost" during transfer articulation	Transfer articulation policies are misaligned with feeder schools

An Ounce of Prevention

Pre-empting the Need for Severe, Top-Down Corrective Measures

Routine preventative practices surface and mitigate health risks

- Diet and Nutrition
- Regular Exercise
- Routine Check-ups
- Diagnostic Exams

When untreated, risk factors lead to costly, aggressive intervention

- Invasive Surgery
- High-Cost Medication
- Urgent Care Treatment
- Hospitalization

Health Care

Preventative Care

Reactive Treatment

- Enrollment Planning
- Outcomes Assessment
- Annual Unit Reviews
- Improvement Incentives

- Program Prioritization
- Draconian Performance Funding Formulas
- Across-the-Board Cuts
- External Audits

Higher Education

Source: EAB interviews and analysis.

APS Department and Program Analytics

Leveraging Data for Preventative Care

Department/Program Leaders

- Check in on department and program performance every 1-2 years
- Use APS as a "one-stop-shop" to review data

Provost's Office
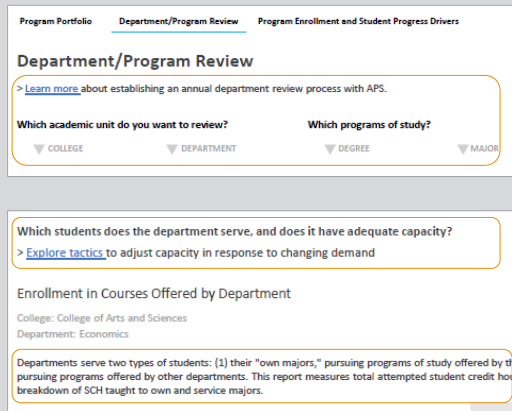
- Prioritize focus on units that need outsized attention
- Encourage cross-department and cross-program collaboration

Guided Analyses to Support Program Health

Integrated Questions and Resources on Every Tab

Program Analytics Dashboard Design

APS dashboard includes embedded resources and questions, as well as descriptions, to support analyses and next steps.

Program Portfolio   Department/Program Review   Program Enrollment and Student Progress Drivers

Department/Program Review

> Learn more about establishing an annual department review process with APS.

Which academic unit do you want to review?   **Which programs of study?**

▼ COLLEGE   ▼ DEPARTMENT   ▼ DEGREE   ▼ MAJOR

Which students does the department serve, and does it have adequate capacity?

> Explore tactics to adjust capacity in response to changing demand

Enrollment in Courses Offered by Department

College: College of Arts and Sciences
Department: Economics

Departments serve two types of students: (1) their "own majors," pursuing programs of study offered by th
pursuing programs offered by other departments. This report measures total attempted student credit ho
breakdown of SCH taught to own and service majors.

Three Tabs to Achieve Varying Levels of Insight

1 **Program Portfolio**

Monitor program offerings and identify programs to analyze in more detail

- What are the program's enrollment and retention trends?
- What are potential next steps and what resources can help me?

2 **Department/Program Review**

Assess students served, student progress, and instructional workload in specific programs

- Are students progressing through courses and programs offered by the department?
- Is an appropriate mix of instructional staff supporting courses and programs?

3 **Program Enrollment and Student Progress Drivers**

Diagnose barriers to student enrollment and progress

- How many students migrated into and out of the program between fall terms?
- Where do students who intend to major in the program end up?
- Are specific programs "swapping" students?

Readiness Assessment: Is Your Institution Ready to Launch an Annual Review Process?

Use the Readiness Assessment to discern how ready your institution is to implement a data-informed annual review process.

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Visit pages.eab.com/Dept-Review-Readiness-Assessment.html