Agenda

WELCOME AND INTRODUCTIONS

MANAGING THE ACADEMIC ENTERPRISE OVERVIEW

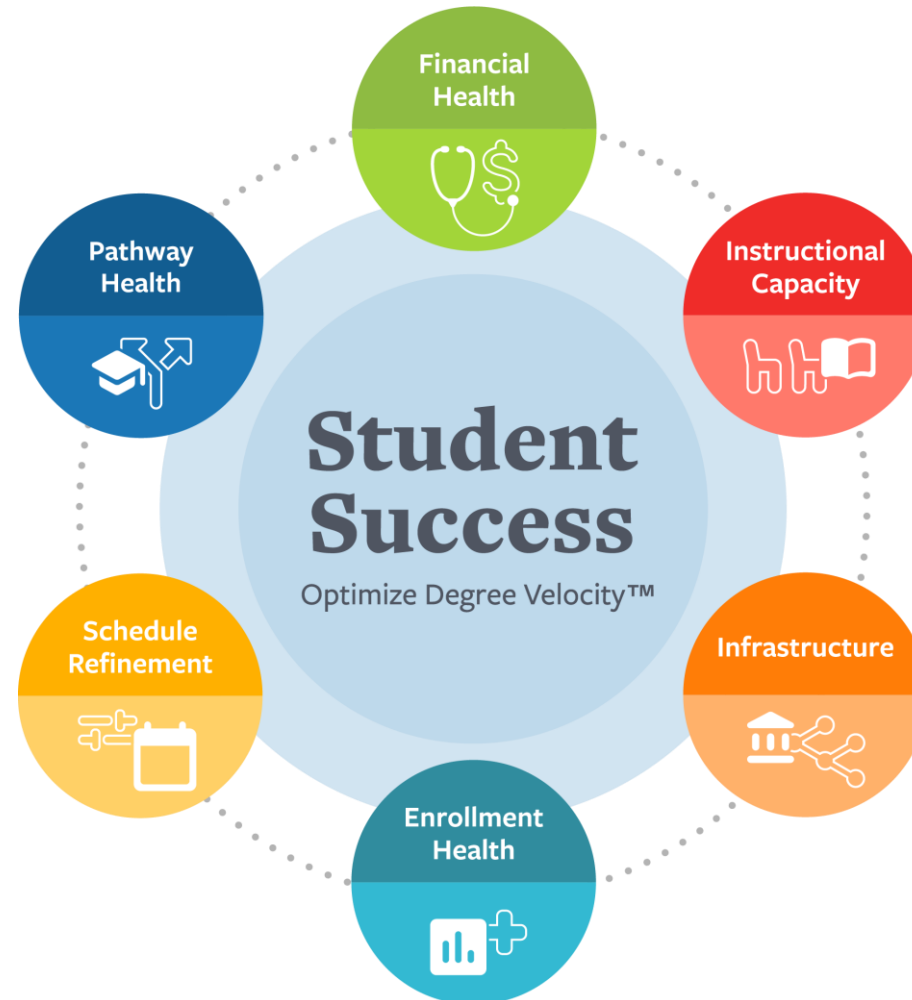**CASE STUDIES AND IMPROVEMENTS**
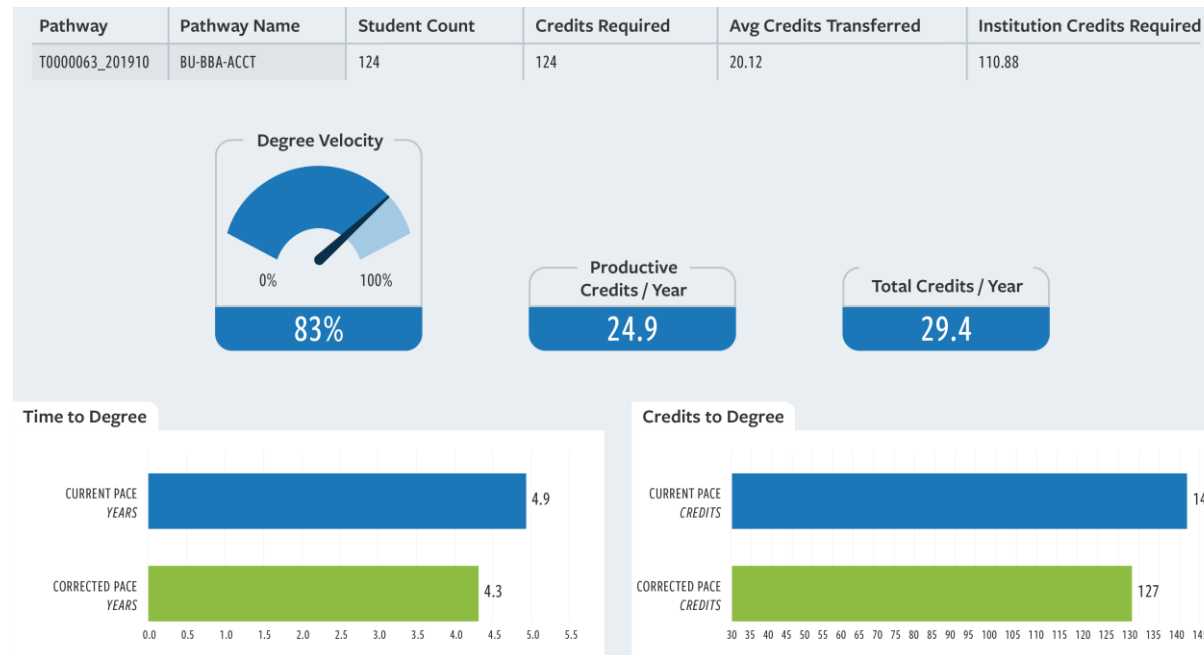
TOP TEN TAKEAWAYS AND QUESTIONS

NEXT STEPS

Managing the Academic Enterprise Framework

Defining Student Success

- What is your institution's definition of student success?

- How widely adopted is that definition across the institution?

- Do the ways you measure student success support your definition and promote action and intervention?

Pathway	Pathway Name	Student Count	Credits Required	Avg Credits Transferred	Institution Credits Required
T0000063_201910	BU-BBA-ACCT	124	124	20.12	110.88

Degree Velocity

0% 100%

83%

Productive Credits / Year

24.9

Total Credits / Year

29.4

Time to Degree

CURRENT PACE
YEARS — 4.9

CORRECTED PACE
YEARS — 4.3

0.0 0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0 4.5 5.0 5.5

Credits to Degree

CURRENT PACE
CREDITS — 142

CORRECTED PACE
CREDITS — 127

30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 120 125 130 135 140 145

Infrastructure

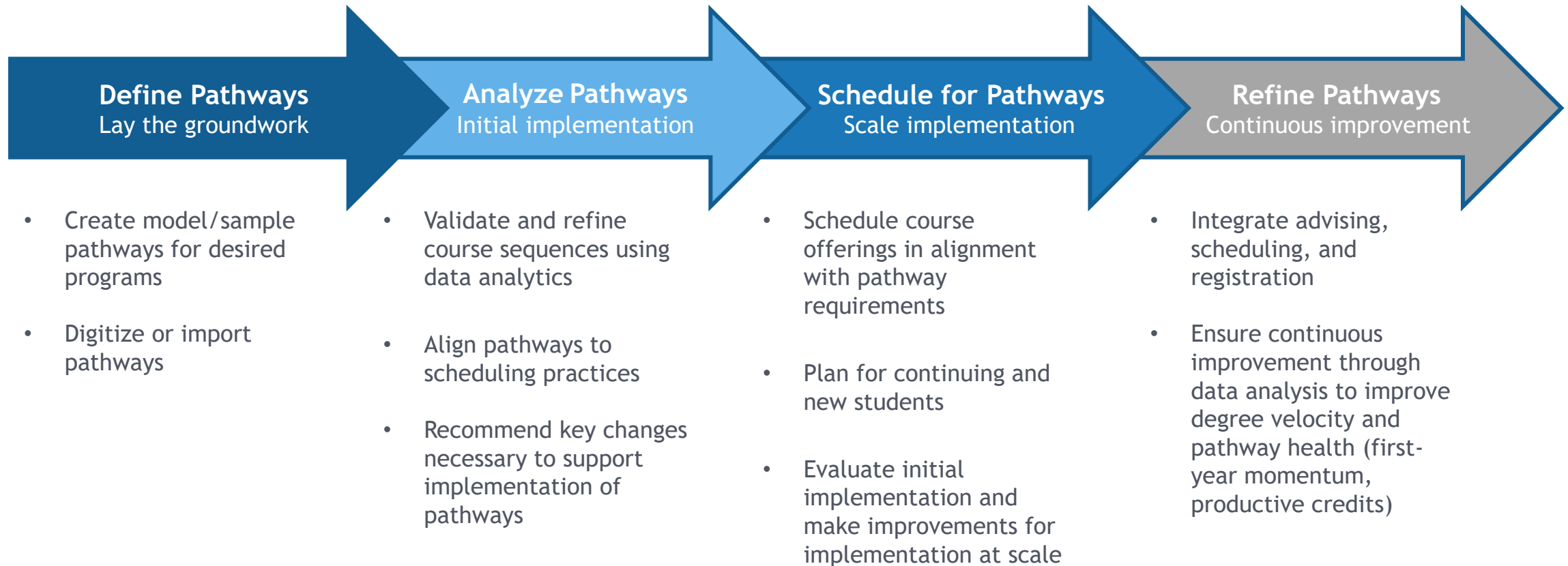## Why is infrastructure important?

Transformation

Sustainability

Course Scheduling Infrastructure Diagnostic Areas

Student Success
Sustainability
Scheduling Grid
Classroom Scheduling
Student Information System
Faculty Scheduling
Policies and Procedures

Optimizing Pathways for Scheduling and Student Success

Define Pathways
Lay the groundwork

Analyze Pathways
Initial implementation

Schedule for Pathways
Scale implementation

Refine Pathways
Continuous improvement

- Create model/sample pathways for desired programs

- Digitize or import pathways

- Validate and refine course sequences using data analytics

- Align pathways to scheduling practices

- Recommend key changes necessary to support implementation of pathways

- Schedule course offerings in alignment with pathway requirements

- Plan for continuing and new students

- Evaluate initial implementation and make improvements for implementation at scale

- Integrate advising, scheduling, and registration

- Ensure continuous improvement through data analysis to improve degree velocity and pathway health (first-year momentum, productive credits)

Schedule Refinement

- Process by which institutions create, process, and revise the course schedule to meet students' needs while being a responsible steward of institutions resources

Typical Schedule Building Process

↻ Course offerings are based on a historical schedule, typically a roll-forward of a "like" term

⚠ Departments refine offerings in silos. Distinct processes and decision makers, limited collaboration and decision-support tools

⊞ SIS is updated

🧩 Room assignments are made/refined

🗓 "Final" schedule is posted, but cancellations/adds occur through term start

Scheduling Aligned to Students' Needs

↻ Schedule is "rolled" for scenario modeling purposes

💬 Initial course schedule change recommendations

〰 Departments Refine Course Schedule Based on Data

➡ SIS is updated and imported into room scheduling solution

🛡 Rooms are optimized based on academic requirements and seat fill

🗓 "Final" schedule is posted, registration opens, monitoring begins

Instructional Capacity

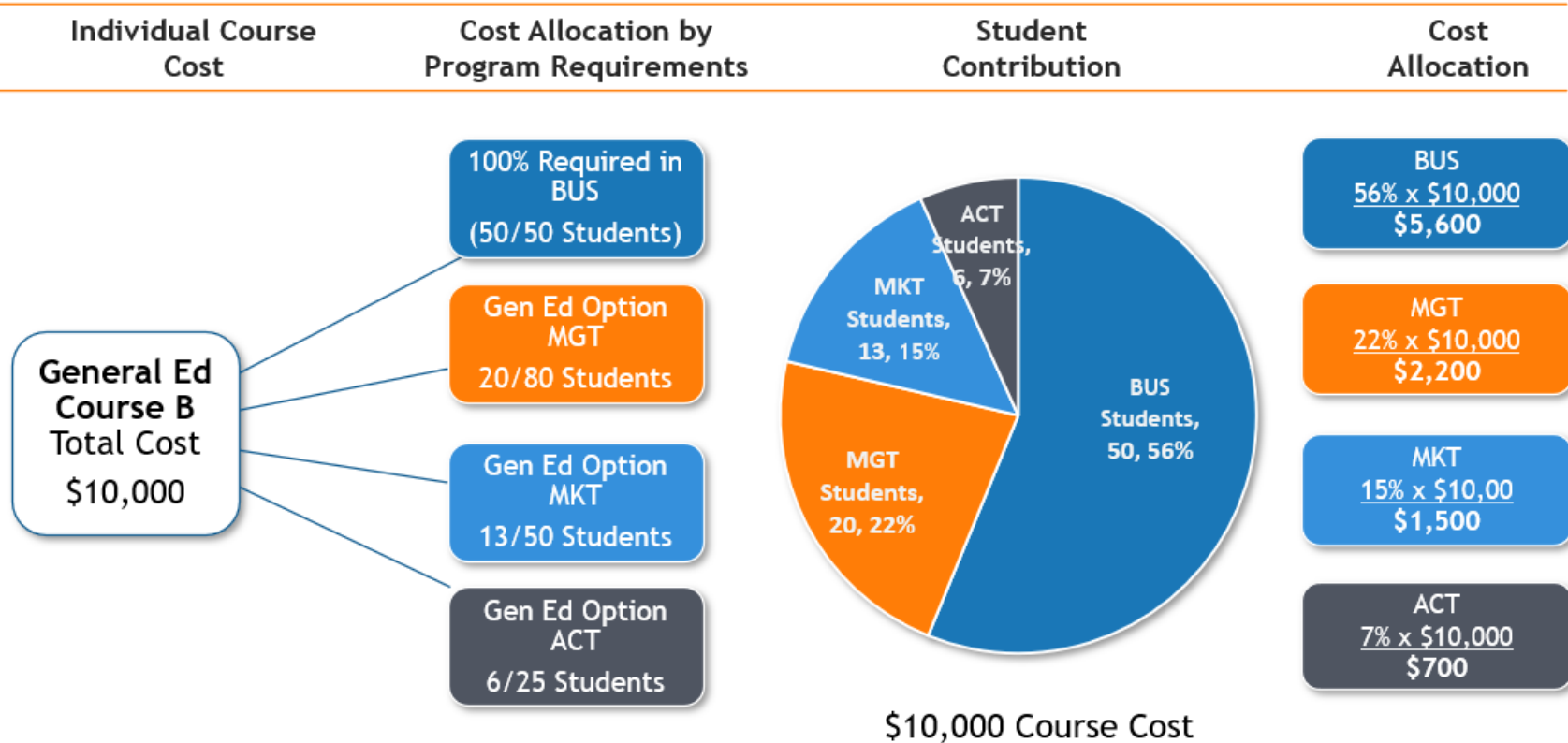| Dept	1% Enroll Increase	1% Enroll Decrease	3% Enroll Decrease	5% Enroll Decrease
Faculty Needed - Existing Productivity/Needed Allocation Instructional Year - 2018	120.10	120.10	120.10	120.10
Faculty Needed - Existing Productivity/Needed Allocation Instructional Year - 2019	121.30	118.90	116.50	114.09
Faculty Needed - Existing Productivity/Needed Allocation Instructional Year - 2020	122.51	117.71	113.00	108.39
Faculty Needed - Existing Productivity/Needed Allocation Instructional Year - 2021	123.74	116.53	109.61	102.97
Faculty Needed - Existing Productivity/Needed Allocation Instructional Year - 2022	124.97	115.37	106.32	97.82

Enrollment Health

Fragmentation:
15 Possible
Completion
Tracks

Dimensions		
Modality	Time-of-Day	Campus
On-ground	Day	One (1)
		Two (2)
		Three (3)
	Evening	One (4)
		Two (5)
		Three (6)
Hybrid	Day	One (7)
		Two (8)
		Three (9)
	Evening	One (10)
		Two (11)
		Three (12)
Online - synchronous	Day (13)	N/A
	Evening (14)	N/A
Online - asynchronous (15)	N/A	N/A

Financial Health

Allocation of Shared Course Cost

Individual Course Cost	Cost Allocation by Program Requirements	Student Contribution	Cost Allocation

General Ed Course B Total Cost $10,000

- 100% Required in BUS (50/50 Students)
- Gen Ed Option MGT 20/80 Students
- Gen Ed Option MKT 13/50 Students
- Gen Ed Option ACT 6/25 Students

Pie chart — $10,000 Course Cost:
- BUS Students, 50, 56%
- MGT Students, 20, 22%
- MKT Students, 13, 15%
- ACT Students, 6, 7%

- BUS 56% x $10,000 $5,600
- MGT 22% x $10,000 $2,200
- MKT 15% x $10,00 $1,500
- ACT 7% x $10,000 $700

The Framework
in Action

Marymount Manhattan College

VPAA Unhappy	Faculty Unhappy	Limited Space	Massive Waitlists	Enrollment Struggles
• "I haven't heard a complaint from our VPAA in 3 years."	• "We are cancelling less classes which helps our faculty."	• "We have a better use of our limited space."	• "We have cut our waitlists by 70%."	• "We have better enrollment fill rates in our courses."

Mohawk Valley Community College

Saved $360,000 in their academic budgets

Increased completion rates 19%

Reduced last minute course cancellations from 55 to 23

Decreased registrars' manual workloads significantly; course corrections dropped from 121 to 39

Improved time-to-degree completion by 12%

Increased productive credits students are taking towards their degrees by 24%

Utilized registration monitoring alerts to know how various modalities are filling in real-time

SUNY Fredonia
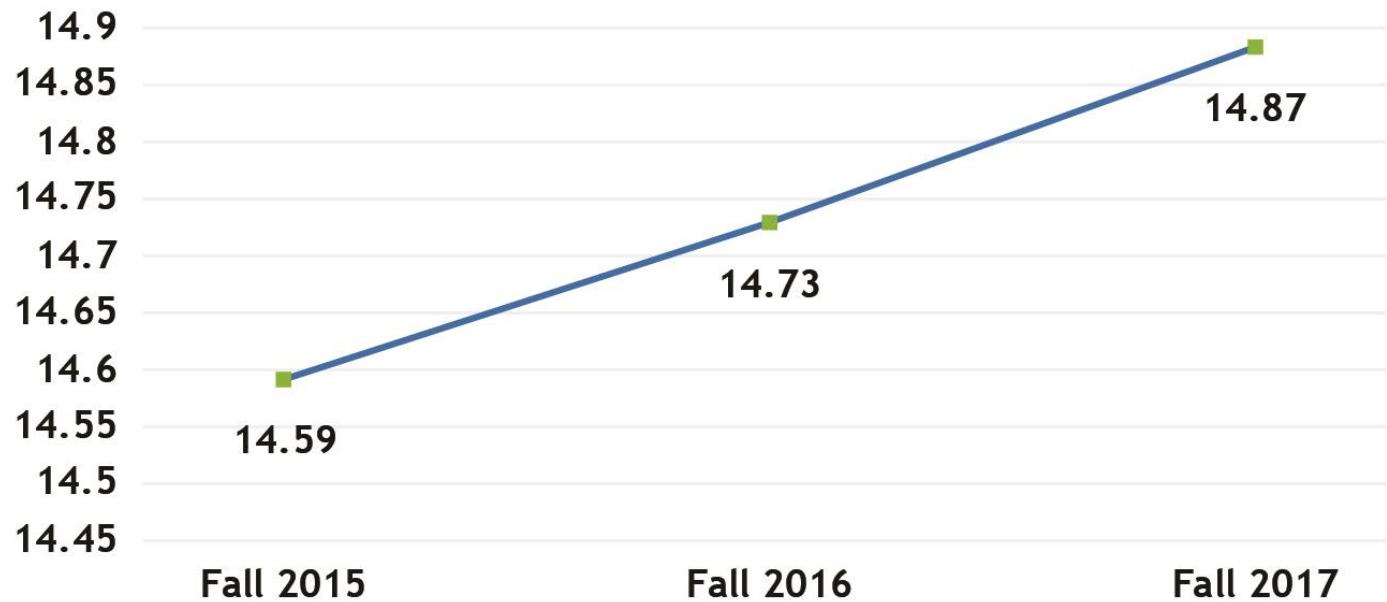
- Immediately addressed 86 sections in Fall and 27 sections in Spring

- Netted overall savings in instructional costs of $283,000

- Increased student credit hour production by 1.9%

1. Create a transparent and visible framework for planning, collaboration, and decision making

2. Define student success

3. Benchmark student success
   a. Degree Velocity
   b. Momentum Year

4. Assess course scheduling infrastructure

5. Analyze pathway health, enrollment health, financial health, and instructional capacity

6. Develop an action plan that clarifies priorities, goals, and KPIs using the analyses

7. Act on the action plan

8. Align the course schedule to support pathways and student demand

9. Measure progress and seek continuous improvement

10. Celebrate small wins and care for change management along the way

Top Ten Takeaways

Next Steps

Find your level of course scheduling infrastructure by taking the diagnostic available on our website at
https://www.aais.com/course-scheduling-infrastructure-diagnostic

Join your peers to give/get additional resources by enrolling in our 4-week course – open to all

Refer a friend to the course

https://www.aais.com/launchpad-learning

LAUNCHPAD
LEARNING

Powered by Ad Astra

Education Team – education@aais.com

Lisa Hunter – lhunter@aais.com

Tara Hansen– thansen@aais.com

Stay In Touch